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ABSTRACT

A conceptual framework was developed to aid teachers, parents, school administrators, and community and school site planning groups in developing a parenting program appropriate to the local community. Units of study, based on the framework, were developed and field tested in consumer and homemaking education programs in grades 9 through 12 in six high schools and one continuation high school. The first part of the publication outlines the major concepts covered by each of these eight units: Maximizing Individual Potential; Parenting Responsibilities; Family Composition/Living Styles; Family as a Unit and How It Works; Development Stages/Parenting Skills; Family Challenges or Turning Points; Community Resources Available to Help Individuals and Families; and Parenting Your Own Parents/Aging. The major portion of part two is an annotated listing of recent selected resources that would be helpful to the teacher in a classroom reference library for parenthood education. Part two also includes guidelines for developing community support for parenthood education. (RM)

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Curriculum for Parenthood Education

CALIFORNIA STATE DEPARTMENT OF EDUCATION Wilson Riles, Superintendent of Public Instruction

Sacramento, 1982

ED224755

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Foreword

No one I have ever known gave more time, devoted more energy, voiced more genuine concern for parenthood education than my personal friend and colleague Milton Babitz. If Milt were alive today, I am certain he would give his wholehearted support to this publication. In fact, he would have offered to help the home economics education task force write this *Curriculum Design for Parenthood Education*. Therefore, it is only fitting that we dedicate this document and public education's continuing efforts to improve parenting to people like Milton Babitz, who devoted so much of their professional careers to improving the curriculum for parenthood education.

From the day in June, 1952, when Milton Babitz joined the Department of Education as the Consultant in Parent Education to the day of his death in 1971, I believe he made more contributions to parent education than any other Department employee had ever made. He authored three publications and numerous articles and did his doctoral dissertation on parent education.[1] He carried on the pioneer work of those who preceded him in the Department—Herbert Stolz, Gertrude Laws, Maude Murchie, and Ralph Eckert.

I believe Milton was one of the first to recognize that education for parenthood has to begin long before marriage or adulthood. He helped us understand in the 1960s that "what is presently being done regarding parent education is being done too late." And he was a particularly strong advocate of parent participation and involvement in the educational process. Perhaps it was his conviction in such matters that led him to help draft this paragraph for one of the Department's publications:

> Perhaps one of the most important questions today is this: When should the education of parents begin? The task force is convinced that it should begin long before marriage, parenthood, or even adulthood. The junior high school years are an optimum time for both boys and girls to start learning the principles and acquiring the attitudes and concepts of effective parenthood. The task force believes that what is presently being done regarding parent education is being done too late. If we are going to help the future adult members of our society accept responsibility for solving their own problems, we must provide learning opportunities at the junior and senior high school levels through contact of students with very young children.[2]

I am pleased that what Milton and the others began for us in parenthood education has been carried on so effectively in the Department. Publications like this one from the Home Economics Education Program attest to that. The needs Milton and the others before him saw for parent education are being met. And as he pointed out in his 1961 publication, terminology and emphases may change, but the basic objectives for parent education have not changed. In 1926 California became the first state to incorporate parent education as an integral part of its educational system, and in 1928 the Department of Education issued these objectives for the program:

1. To appreciate the child for his [or her] own sake
2. To develop the habit of sympathetic observation

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[1]The three publications authored by Milton Babitz and published by the California State Department of Education were two editions of *Parent Education—Curriculum, Methods, and Materials* (1955 and a revised edition in 1961) and *Handbook on Parent Education* (a 1958 revision of Ralph Eckert's 1950 handbook). Dr Babitz's doctoral dissertation at the University of California, Berkeley, was entitled *A Survey of the Characteristics and Purposes of Students in Preschool Parent Education Classes* (1960).

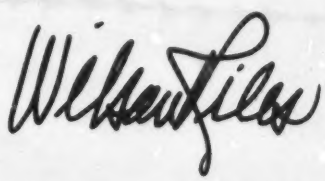
[2]*Early Childhood Education.* Sacramento: California State Department of Education, 1972, p. 14.

3. To develop interest in the study of psychology
4. To develop the habit of making wise judgments based on facts
5. To gain an understanding of mental health
6. To increase one's ability to face facts about one's self
7. To increase parent interest in school procedures
8. To develop a method of attack on problems of child adjustment
9. To learn sources of information about child care[3]

I suppose we could make some revisions to these objectives, and we might change the emphasis in some; but, basically, they form the core of objectives for today's programs in parent education. As you use this new document on parenthood, I am certain you will recognize how the 1928 objectives set the stage for the curriculum of the 1980s.

When Milton Babitz spoke of the potential of new educational programs like this one in parenthood, he often used the words of Albert Camus, the French novelist and journalist. It is most fitting that we listen to them again:

> Great ideas come into the world as gently as doves. If we listen attentively, we shall hear amidst the uproar a faint flutter of wings, the gentle stirring of life and hope.



Superintendent of Public Instruction

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[3]Milton Babitz cited these objectives on page 1 of *Parent Education—Curriculum, Methods, and Materials* (1961).

Preface

The California State Board of Education has called upon the State Department of Education to promote parenthood education. A Board resolution on the matter reads in part as follows:

> Parenting . . . is one of the most influential forces in society and . . . is an 18-year commitment by a vast majority of the population. . . . People to a large extent enter this role without sufficient knowledge and training regarding the practical, physiological, communicative, and psychological aspects of child-rearing. . . . The lack of parenting skills has contributed to the development of many problems, including juvenile delinquency, child abuse, additional crime, mental illness, moral degeneration, and the deterioration of the family unit. . . . Therefore, be it resolved that the State Department of Education take an active role in encouraging districts to offer such programs to students, pursuant to the applicable provisions of the Education Code.

The Department of Education has been working for some time to aid school districts in initiating, expanding, and improving programs that to some extent include parenthood education. For example, in 1977 the Department published *Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships.* And in 1978 the Department published *Instructional Patterns for Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships.* Each of these publications, which are still available, provides field-tested materials for teachers and others to use from kindergarten through adult education. Each contains valuable information on teaching strategies related to human development and interpersonal relationships.

This publication is a foundation on which flexible but comprehensive local programs of parenthood education can be built to meet local needs. It provides a conceptual framework for parenthood education drawn from several disciplines. The design was developed by a task force composed of specialists concerned with the need for knowledge and skills related to parenting and involved with organizations and agencies that focus on these needs. This publication is intended for use by teachers, parents, school administrators, community and school site planning groups, and other interested adults in developing a parenting program appropriate to the local community.

During the 1980-81 and 1981-82 school years, instructional materials and curriculum modules based on this conceptual framework for parenthood education were developed and field-tested in consumer and homemaking education programs in grades nine through twelve in six high schools and one continuation high school throughout the state. The curriculum modules are:

Maximizing Individual Potential
Parenting Responsibilities
Family Composition/Living Styles
Family as a Unit and How It Works
Development Stages/Parenting Skills
Family Challenges or Turning Points
Community Resources Available to Help Individuals and Families
Parenting Your Own Parents/Aging

The *Curriculum Design for Parenthood Education* is the product of a project developed and administered by the Home Economics Education unit staff, California State Department of Education. The project was funded through Subpart 5, Consumer and Homemaking Education, Education Amendments of 1976 (Public Law 94-482).

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Dana Point

Hayfork High School
Trinity Union High School District
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Locke Senior High School
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Parenthood Education Curriculum Design

The parenting of children is a critical human endeavor. Often, the interaction is left to chance, and no educational effort is made to ensure that individuals are prepared to be responsive and effective in their caring relationships.

The Maximizing Human Potential Project (MHP), the reports of which were published in 1977 and 1978, provided a beginning in the human development and interpersonal relationships curriculum for California secondary students. The Curriculum for Parenthood Education Task Force was directed to review the MHP generalizations and to identify additional ones that were needed for the parenthood education concepts. The task force determined that all of the MHP generalizations could be used when parenthood education is broadly defined; and, therefore, they are not included here. In this publication are listed only the new generalizations developed for parenthood education. Program objectives will be included with the individual teaching modules.

Because schools and communities have unique educational goals, the curriculum is organized into eight sections which can be used in various combinations. For example, the emphasis in a school offering a one-semester course in parenthood education would differ from the emphasis in a school committed to a year-long course.

The following guidelines should be considered when planning how to offer parenthood education:

1. The Curriculum for Parenthood Education material is adaptable to local concerns and needs, as identified by a community assessment process.
2. The offering of parenthood education materials in high school must be supported by the community. A parent advisory committee is very important.
3. Each section of the curriculum has been developed so that it can be used effectively by itself or in combination with other sections of the curriculum.
4. Time devoted to the parenthood education topics will vary from school district to school district.
5. Schools should be encouraged to seek out teachers who are comfortable with the content of the curriculum and who have established rapport with their students.
6. Whenever possible, high school students should be given the opportunity to participate in a child development laboratory as a reinforcement of their parenthood education class experiences. A variety of direct experiences with young children can be arranged, even if a child development laboratory or nursery school aide placement is not available.

The offering of parenthood education materials in high school must be supported by the community. A parent advisory committee is very important.

The task force believes that parenthood education should become a component of the essential living skills provided to young people, who will become the parents of the next generation.

Maximizing Individual Potential

A person's life lacks control and direction if the person is unable to identify personal values, process options, and make a thoughtful decision about future life goals.

Young people require a period of time in which to develop self-understanding. This development process can be meaningful only when it is a product of the individual's efforts. Abraham Maslow's *Hierarchy of Needs* supports this idea. Communication skills are the foundation of interpersonal relationships. A person's life lacks control and direction if the person is unable to identify personal values, process options, and make a thoughtful decision about future life goals.

- The rapid changes in society's mores place increased demands on the individual to be self-sufficient.

  The degree of maturity and self-esteem of an individual affects the extent to which he or she assumes responsibility for his or her own behavior.

  Social maturity is expanded by observing others and by interacting with one's environment.

  The development of self-control and self-discipline follows a pattern from superimposed controls to complete self-control.

  A young person continually vacillates between wishing to be independent and wishing to remain dependent.

  Parents need to support young people in their efforts to become more independent and to accept responsibility for their actions.

- Human needs and desires vary among individuals and change throughout the life cycle.

  The need to maintain relative control over one's environment is one of the most basic and satisfying needs in human beings.

- Acceptance of reinforcement encourages the development of positive self-concepts.
- Unrealistic expectations of a person's capabilities can restrict that individual's growth.
- Internal power is the ability to succeed when failure seems probable.

  All people are unique in their drive and potential.

- In order to mature into whole, healthy adults, children need love, security, and stability in their formative years.

  Love is learned through experience, modeling reinforcements, feelings about self, sexual identity, and cultural expectations.

- An understanding of the stages of development of preschool children helps adolescents understand themselves.

Decision making is a skill that is enhanced with practice.

- Many variables affect the values and moral codes of individuals.

  A person's moral code development results from experiences within the home and is modified by outside influences.

- Development of a sense of responsibility implies acceptance of the consequences of personal decisions.

  One's values and emotions can have impact on making a decision.

  Decision making is a skill that is enhanced with practice.

- Communication is an exchange of thoughts and feelings.

  Open lines of communication are important in the development of a positive relationship.

- The media often portray a distorted view of life and relationships.

  The average high school graduate has spent more hours watching television than attending school.

- Loneliness is a feeling that a person of any age can experience.
- Peer acceptance is a motivating factor for the adolescent.

  Preteens (ten through twelve years) are exposed to many social problems (drugs, peer pressure, and so forth) through contact with their peers.

- Self-understnding is the basis of satisfying human interactions.

Additional generalizations that apply to this section are included in *Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships—Kindergarten Through Adult Education* (Sacramento: California State Department of Education, 1977, p. 3).

Parenting Responsibilities

This unit was designed to help prospective parents develop an awareness of what is required of a parent. One alternative is not having children. All children should have loving support and care for at least 18 years.

The decision to have children requires a lifelong commitment.

- Effective parenting is achieved when one is comfortable and confident about one's own self-worth.
- Couples need to make an informed decision about becoming parents.

  The decision to become a parent should not be based on an attempt to improve a marriage relationship.

  The decision to become a parent should be made after individuals have first analyzed the lifetime responsibilities of parenthood.

- The great value that is being placed on personal freedom and independence affects one's willingness to parent either a child or an elderly parent.
- A couple is ready to have a child only when both persons want the child and are aware of the impact that a child will have on their relationship.

  The decision to have children requires a lifelong commitment.

  Assumption of the responsibility for another person increases the demands on one's own resources.

  Parenting requires an investment of time, energy, money, and emotion.

  Economic support is the parent's legal responsibility until the child becomes eighteen years old.

- Members of a beginning family must blend and compromise their routines in order to be responsive to the needs of all family members.
- Larger numbers of married couples are delaying birth of the first child and may have only one child.
- The average family today has two children as compared to five children in an average family 100 years ago.

  From a physiological standpoint, for women the most desirable age for child bearing is twenty to thirty years.[1]

- Adolescence is a time for social development which can be limited by becoming a parent.
- Of the total number of youths between the ages of fifteen and nineteen years, more than half are sexually active.[2]

  With increased sexual activity the probability of contracting venereal disease has increased.

  Prospective parents should be aware of each family's history of heart disease, diabetes, cancer, obesity, longevity, and genetically transmitted defects.

- New capabilities and scientific technologies in the area of human reproduction have profound legal, safety, social, and moral implications.
- Five percent of live births are admitted to neonatal intensive care nurseries and may demonstrate developmental delays.[3]

  Amniocentesis allows screening of the fetus for genetic defects and sex.

Family Composition/Living Styles

Raising a child alone may create additional stress for the single parent.

The traditional nuclear family of a working father and a mother who remains at home with the two children is no longer represented in the majority of families in the United States. Social, economic, and cultural pressures have spawned a variety of new family groupings. Students should be encouraged to examine these various life-styles in order to make a decision about what is best for themselves and for children they might plan to have.

- The examination of family life in history promotes an understanding of the family unit's continual change in structure. .

  The family unit structure is continually changing under society's influence.

- Family units reflect a variety of structures that result from the predictable sequence of the life cycle.

  Individual families have unique characteristics in addition to characteristics commonly found in other families.

- Individuals are born into their first family units, but they are involved in selecting or establishing their second family units.

[1]Harry Munsinger, *Fundamentals of Child Development.* New York: Holt, Rinehart & Winston, Inc., 1971, p. 230.

[2]Allan Guttmacher, *Teen-Age Pregnancy—The Problem That Hasn't Gone Away.* New York: Allan Guttmacher Institute, 1981, page 7.

[3]*Report to the Legislature on the Perinatal Care Plan.* Sacramento: Maternal and Child Health Branch, Department of Health Services, March, 1982.

New families face multiple decisions in providing physical care and an environment for their members.

- Mobility of the nuclear family can interfere with extended family involvement.

  The extended family members can provide additional support to the nuclear family unit.

- Grandparents can support parents by reinforcing behavior expectations and by providing care for grandchildren.

  It has been proposed that a second marriage agreement be required before a couple elected to become parents.

- An irrevocable change occurs in an individual's life with the birth of a child.

  Disruption of established life-styles is one price of having a child.

- Inflation, divorce, and single parenthood have forced many mothers into the work force.

  More than half of the mothers of school-age children work outside the home.

  Working parents frequently have difficulty in providing appropriate care for their preschool children, especially when the children are sick.

  When working parents share home responsibilities, they perform multiple roles.

- Raising a child alone may create additional stress for the single parent.

  Single-parent situations exist in more than one-fourth of all American families.

  Most single-parent families are headed by women, but increasing numbers of single fathers are rearing their children alone.

  Many factors affect the decision for the single parent to marry again.

  Children in single-parent families appear to have more problems in their relationships with other people than do children in two-parent families.

- Coparenting by a divorced couple requires flexibility and a dedication to work together for the benefit of their children.

  After the divorce a parental relationship is difficult to maintain between the noncustodial parent and his or her children.

- Unique challenges in parenting exist in blended families in which husband or wife or both bring children with them to the new marriage.

  Adolescent children find it difficult to adjust to a new step-parent.

- Teenage parents are high risks educationally, medically, socially, and economically.

  Nine out of ten teenage mothers keep their babies.

  Expectant teenage fathers also face difficult and complex problems.

Working parents frequently have difficulty in providing appropriate care for their preschool children, especially when the children are sick.

- Fewer infants are available for adoption.
- Children available for adoption are often difficult to place because they may be older, are handicapped, or are ethnically mixed.
- Foster parenting is difficult because there can be limited emotional attachment or permanency to the arrangement.
- Unmarried couples with children are more common in recent years.
- The circumstance of the unmarried couple's relationship will have great impact on the parenting they provide for their child.
- Children in communal living arrangements are often parented by any of the available adults.
- Crosscultural families may have problems with role expectations, with conflicting values, and involvement with parenting responsibilities.
- A study of family structures in other cultures may be beneficial in comparing relationships between parents and their children.
- The cultural backgrounds of subgroups in America affect certain family segments of the population today.
- Parenting a handicapped child is a traumatic experience and requires adjustments to the family's life-style.

Additional generalizations that apply to this section are included in *Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships—Kindergarten Through Adult Education* (Sacramento: California State Department of Education, 1977, pp. 3—5, 10—13, and 21—23).

Family as a Unit and How It Works

Why is a family relationship important to an individual? What are the dynamics of family participation? How does an understanding of family roles enrich an individual's development? This section encourages the analysis of the interaction of family members. Topics include development of values, standards, and attitudes; effect on continuing prejudices and biases; bonding of members; family disagreement resolution; roles in family network; recognizing parents' rights and children's rights; and child position in the family.

The family will continue to exist because it meets vital human needs.

- The family is society's most basic unit.

  The family will continue to exist because it meets vital human needs.

  Families go through a predictable sequence of development.

  When young people have a clearer picture of their own family system, they are in a better position to make informed choices about the kind of family they hope to create.

- Our society has become so structured that persons in different age groups are given limited opportunity to interact with each other.
- Values of both parents should be compatible regarding goals for family members.
- A strong sense of loyalty and trust within the family helps family members cope with the added impact of triumphs and crises.

  Parental expectations and maturity affect an individual's moral code.

  Mutual definition and acceptance of a moral code by family members promote harmonious family relationships.

- Prejudices and stereotypes are learned attitudes.

  Patterns of reinforcement can be either positive or negative.

- Providing times and places for solitude and interaction among family members increases the probability of satisfying and enduring relationships.

  Comfort and well-being of the occupants should be the basis of planning a home environment.

- Both parents and children need help in finding appropriate expressions of their feelings.
- Membership in the family unit can provide experience in self-disciplining and problem solving.
- Most parents have problems communicating with their children, especially on sensitive topics.

  The climate in child-parent relationships affects the ability of the teenagers to cope with problems of adolescence.

  When important problems are not resolved, they can have a great impact on the success of the relationship.

  Mutual agreement is not always possible, but open, honest discussion leads to a more comprehensive assessment of the situation.

- Communication processes that enhance family understanding include reflective listening, "I" messages, natural logical consequences, and ego analysis.
- Conflict is normal in any close relationship.

  One of the tasks of a beginning family is to develop successful techniques for resolving conflicts.

- Families are becoming more democratic.

  For a democracy to function within the family interaction, there must be structure to stabilize the process.

  Permissive parents may abdicate their responsibility for guiding their children.

  Authoritarian parents may prevent their children from becoming self-reliant.

- The rights of both the child and the parents must be considered for a balance in their relationships to be maintained.
- Time limitations can cause conflict between the demands made by one's employment and the responsibility of raising a family.
- Parental responsibility for physical care and maintenance changes as the child grows toward independence.
- The number of individuals in a family affects how it functions.
- A functional, supportive family enhances a person's effectiveness in his or her place of employment.
- Society's expectations for male and female behavior create differences in affectional and sex-typed expectations and conduct.
- Emotional security is enhanced when a parent responds to a child's basic need for love, belonging, and recognition.

  Unless parents consciously change their discipline methods, they tend to discipline in the same way as their parents did.

  A child observes and models the behavior of parenting individuals.

Mutual agreement is not always possible, but open, honest discussion leads to a more comprehensive assessment of the situation.

A child observes and models the behavior of parenting individuals.

- The primary developmental task of the parent of the adolescent is learning to let the child become independent and self-sufficient.
  - Children should be encouraged to operate independently and become self-sufficient.
  - Exercising restraint when giving advice can strengthen relationships.
  - Both the parent's and child's self-concepts are affected by the quality of their family relationships.

Both the parent's and child's self-concepts are affected by the quality of their family relationships.

- In economic terms children were once a boon to the family economy; now they may be an economic liability.
  - Movement from one stage of the life cycle to another changes financial responsibilities for other family members.
- Middle class children feel pressure from their parents to excel in school, in sports, and in other areas of life.
- The number, placement, and age of family members affect the unit's ability to provide for individual needs.
  - The addition of each new family member has impact on the family group.
  - The number of members in a family unit and the birth order of the individual affect the development of each member.
- A conflict exists between the stereotypical characteristics considered desirable in the male and the stereotypical characteristics typically identified for a nurturing parent.
  - The traditional male role of provider and protector has been altered by the female working outside the home.
  - Some males are not comfortable in assuming or sharing the role of managing a household.
  - The ambiguity of roles requires redefining what the father's and the mother's roles should be.

The addition of each new family member has impact on the family group.

Additional generalizations that apply to this section are included in *Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships—Kindergarten Through Adult Education* (Sacramento: California State Department of Education, 1977, pp. 10—13).

Development Stages/Parenting Skills

Developmental stages of children are frequently the areas of emphasis in high school courses about children. A number of excellent programs of study are available. The task force believes that the most valuable resource for promoting understanding of child development is the laboratory or nursery school experience coupled with observations and analysis. Understanding why a young child acts in a particular way can lead to greater self-awareness for the high school student.

- Proper physical care and nutrition of the mother before pregnancy enhance the probability of having a healthy baby.
- The quality of prenatal care influences fetal development and the mother's health.

The mother's nutritional needs are increased during pregnancy and the lactation period.

Poor dietary habits are common among teenagers and may result in birth defects.

Mental retardation of children may be connected to inadequacies in prenatal and perinatal health care and poor nutrition.

- The use of caffeine, alcohol, nicotine, and other drugs interferes with fetal development.

Teenage girls are more likely to smoke than are teenage boys.

- Teenage mothers are high medical risks because pregnancy has often occurred before the mothers have completed their growth.

Death rates for babies born to women under eighteen years of age are twice the rate for babies born to women aged twenty to twenty-nine.

Premature births, congenital malformations, and postnatal asphyxia account for more than one-half of all infant deaths.

- Prospective parents who understand fetal development and the birth process can provide greater support to each other.
- Bonding is facilitated by allowing new parents to have immediate access to their newborn child.

Touching and holding of the newborn encourage family closeness and benefit the newborn.

Nursing is the desirable method for feeding the newborn.

For the infant, bonding is the first step in socialization.

- Erickson's stages of social development provide us with an understanding of the sequence of the process.

A child is born helpless and totally dependent, but with a personal uniqueness and individuality, and is able to make vociferous demands for attention, care, and security.

Fathers need opportunities, and in some cases encouragement, to establish identity as a nurturing caretaker of the infant.

All infants should be guaranteed continuous care and have the opportunities for their optimal development.

- Understanding developmental growth stages assists parents in providing an environment for maximizing a child's development.

The family provides the primary environment for the growth and development of infants and young children; later, this setting is expanded to include the school and the community.

An enriched physical environment stimulates the child's development.

A relationship exists between growth and developmental patterns and play activities.

Common objects and toys can be tools for the child's cognitive and motor skill development.

- Each child is unique in growth patterns.

Between the ages of one and five years, children learn more and faster than at any other time in their lives.

Fathers need opportunities, and in some cases encouragement, to establish identity as a nurturing caretaker of the infant.

An enriched physical environment stimulates the child's development.

All development is sequential, but individuals grow at varying rates.

- Piaget's research has increased our understanding of the sequence of intellectual development.

  A child's intellectual potential is developed when the child is encouraged to investigate in a stimulating and safe environment.

- Early physical development is rapid, with greater changes in the first few years of life than at any subsequent stage.

  Developmental direction goes from head to foot and trunk to extremities.

  Large-muscle control is mastered by the child before small, fine muscle control is mastered.

- The study of children will enable persons to understand themselves more clearly.

  Parents teach by providing a role model for their child.

- Arrangement of the environment and attitudes of the caretaker/parent contribute to the child's self-discipline.

  The treatment one gives a child will have an effect on the child's self-image and behavior.

  A philosophy of discipline is basic to the guidance of young children.

- Behavior is problem behavior if it interferes with a child's well-being by interfering with health and safety, social acceptance and adjustments, mental growth, and feelings of self-esteem.

  A child's behavior is closely related to his or her feelings.

  Parents can better respond to a child's behavior if they understand developmental stages.

- Some form of regular social contact, particularly with other children, outside the home environment is desirable for the prekindergarten child.
- Development of communication skills by the young child can be encouraged by a knowledgeable caretaker/parent.

  Skills in communication with children contribute to the development of a positive self-concept and self-control.

  Nonverbal language may be used by the child with or without a fully developed verbal language.

- Maturation, practice, and reinforcement promote the development of all skills.
- A child's development is enhanced by frequent experiences with a caring adult.

  Preschool children spend more than one-third of their waking hours watching television.

- Preschoolers' diets often lack adequate amounts of important nutrients.
- Periodic baby checkups protect the future well-being of the child.

  The majority of parents agree that medical checkups are essential; however, many children do not receive such care.

The treatment one gives a child will have an effect on the child's self-image and behavior.

A child's behavior is closely related to his or her feelings.

A knowledge of the prevention and signs of illness is useful information for parents.

Accidents are the major health hazard to preschool children over one year of age.

Young children are frequently harmed as a result of accessibility to poisons and involvement with conditions that can lead to accidents.

Dental needs of children are often neglected.

Emotional and mental illnesses continue as major child health problems.

If both parents work, their combined income may make them ineligible for public services, and affordable quality child care may become a serious concern.

- A handicapped family member can increase the stress level on other family members.

  The greatest liability suffered by handicapped children is constriction of their aspirations to adult roles; this liability is often greater than the actual physical limitation.

- A variety of day care/nursery school services is available in most communities.

  If both parents work, their combined income may make them ineligible for public services, and affordable quality child care may become a serious concern.

Additional generalizations that apply to this section are included in *Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships—Kindergarten Through Adult Education,* (Sacramento: California State Department of Education, 1977, pp. 29—31).

Family Challenges or Turning Points

This section was designed to help students develop skills for identifying and for coping with stress-causing situations. The task force members did not want to use the term *crises,* because the members believed that it gave a negative connotation to normal occurrences in family living. Rather, they saw the response to a crisis situation as an opportunity for members of a family to work together and, thus, to strengthen their interrelationships.

The manner in which triumphs and challenges are announced, shared, and resolved affect the interaction of the family members.

- Any change in one's life can be a source of stress.

  Change in the family unit structure can produce stress.

  The manner in which triumphs and challenges are announced, shared, and resolved affect the interaction of the family members.

- Separation of people involved in a close relationship results in emotional adjustments.

  Conflict and problems occurring before a divorce can have greater impact on family members than the divorce itself.

  Awareness of causes of family deterioration can be the first step in resolution.

- Divorce affects all family members.

Abused children exist within all socioeconomic levels.

The divorce rate is becoming equal to the marriage rate.

Divorce rates are highest among partners who marry while in their teens.

- Death is a possible event at any stage of the life cycle.

  Acceptance of open expression of grief can make adjustment to death easier.

- A combination of factors may cause a breaking point in parental self-control, resulting in child abuse.

  Men and women who have had little or no love in their own childhood and who were often victims of abuse frequently have early marriages to someone like themselves and become abusive parents.

  Abused children exist within all socioeconomic levels.

  Some forms of child abuse produce little observable physical effect.

- Violent behavior is more likely to occur among people related or known to each other than among strangers.
- Role conflicts are more easily resolved if they are viewed as a mutual relationship problem and not a particular individual's problem
- Financial concerns create stress and relationship problems at any stage of the family relationship.
- Use of drugs or alcohol can have great impact on family members and their interaction.
- Laws governing relationships are necessary for protecting individuals.

  Laws have impact on family functions.

- Society accepts some family crises and punishes families for other crises.
- An unplanned pregnancy places great stress on the family members.

  Teenage pregnancy and motherhood can be a factor in attempted suicides due to unresolved stress.

- An abortion ends a pregnancy but will not decrease stress.
- A review of how other cultures deal with problems can enhance one's perspective of altenative resolutions.
- Not all stress is undesirable.

Role conflicts are more easily resolved if they are viewed as a mutual relationship problem and not a particular individual's problem.

Additional generalizations that apply to this section are included in *Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships—Kindergarten Through Adult Education* (Sacramento: California State Department of Education, 1977, pp. 21—23).

Community Resources Available to Help Individuals and Families

Young people should be informed of the availability and location of community resources for assistance to families. There is a concern

that the use of outside resources is not encouraged to the point that families lose their determination and ability to resolve their own problems, thus becoming totally dependent on outside agencies. This cycle is shown in the dependency on welfare assistance by several generations within one family.

- If family members are encouraged to attempt to resolve problems confronting their household, the family tends to be strengthened by the process.

  The use of available resources (personal, neighborhood, and community) may enable one to achieve goals at lower costs. The use of available resources enables persons from economically depressed areas to obtain free and inexpensive services from their communities.

  Every attempt should be made to help the family become independent and self-sufficient.

  Outside assistance should be made available to families in trouble when they have exhausted their resources for achieving a solution.

  Teenage fathers may have problems that are often overlooked when services are provided.

  Families in our society often do not receive the kind of support they need to function effectively as parents.

- Community institutions facilitate the functioning of the family in society.

  Family functions are sometimes carried out by outside agencies serving as family substitutes.

  Community involvement provides an opportunity to expand a person's interests and interpersonal relation skills.

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Additional generalizations that apply to this section are included in *Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships—Kindergarten Through Adult Education* (Sacramento: California State Department of Education, 1977, pp. 21—23).

Parenting Your Own Parents/Aging

The number of persons in the United States who are sixty-five years of age and older is increasing rapidly. An understanding of the requirements of this age group and planning for their needs are increasing at a slower rate, however. Parenting skills are necessary for the children of the aging in order to relate better to their parents as both parent and child assume new roles and dependency. Too many senior citizens lack social and family contacts to enrich their lives. Older people need caring support from others.

- The aging process begins at birth and continues throughout life, ending at death.

  Individuals vary in physical aging for a variety of factors, including genetic heritage, health care, nutrition, stress, and environment.

The aging process is not caused by disease, but an individual's vulnerability to disease increases with age.

- Middle-age parents are faced with their own aging problems, which include getting older in a youth-oriented society, fearing loss of job opportunities to younger people, adjusting to body hormonal changes and resulting changes in appearance, and recognizing parenting needs of their grown children.

  Relationships between adolescents and middle-age parents can be troublesome.

- The population living to be more than sixty-five years of age is increasing at a greater rate than ever before.

  The average life expectancy for women is greater than that for men.

- Experiences a person has had with individuals in other stages of the life cycle influence his or her attitudes toward those particular age groups.

  A person's attitude toward aging is influenced by society.

  Because young people may have had limited opportunities to interact with the aged, they may have negative attitudes about the aged.

A person's attitude toward aging is influenced by society.

  The treatment and status of older people vary within cultures and ethnic groups.

- The aging parent derives satisfaction through the achievements of other family members.
- The quality of a family's relationships will have considerable impact on the amount and kinds of services a family is willing to provide to its elderly members.
- Similar parenting skills are required in the care of another person, whether it is a child or an older person.
- In late middle age the adult offspring may experience a decline in energy, finances, and health and may be less able than before to help elderly parents.

  More women are entering the work force, either through choice or necessity, and are less available to care for elderly family members.

The treatment and status of older people vary within cultures and ethnic groups.

- Some older people have relatives who provide some services, especially in times of crisis.

  Older people's social contacts with friends and neighbors tend to decrease with increasing age and widowhood.

  Elderly people living in the community place a high value on self-reliance and independence.

  Many elderly people do not want to accept services from agencies because they feel that by doing so they are accepting charity.

- Older people have the time and the experience to provide assistance to younger members of the community.
- Society must offer services to the aged that responds to their need to be self-sufficient, mobile, and independent.

Additional generalizations that apply to this section are included in *Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships—Kindergarten Through Adult Education* (Sacramento: California State Department of Education, 1977, pp. 21—23).

Implementing Controversial Material: Road Map to Success

Developing Community Support for Parenthood Education

Education in the 1980s finds itself beset with a multiplicity of issues, including accountability, pupil competencies, language minority students, and "back to basics," to name but a few issues. Parenthood education is another issue that demands a responsive audience that acknowledges the need for a curriculum of caring and interpersonal relationships. Professional educators have an obligation to provide leadership in curriculum development. They must respond to the demands of individual communities; however, as instructional leaders their role needs to be one of enlightening the community of the educational and vocational needs of youths. Educators must recognize the importance of homework as the key to successfully implementing a program in the community. Homework here is the utilization of a process that guarantees involvement by the various constituencies of the educational community.

If a very successful program is already in use, perhaps a simple modification may be appropriate and more acceptable to both the teacher and the board of education.

Educators may find that the following 12 steps will maximize input for programs. In the 1980s it is insufficient to *recognize* the challenge; the challenge *must be accepted!*

1. *Inform the district administration that a curriculum review is being initiated.*

   Clear communication with the district administration will identify concerns before they become problems.

2. *Organize a school-level home economics curriculum advisory committee.*

   Students, parents, teachers, and community agency representatives should be involved in the activities of a home economics curriculum advisory committee. It is strongly recommended that a parent chair the committee. This will be particularly helpful when the committee's recommendations go to the school district governing board.

3. *Conduct a needs assessment.*

   The voices of as many community members as possible should be heard. Not only will the committee be aided in determining what is needed, but support for the implementation of the program will be shown. A number of techniques can be employed. A simple mail survey has the potential of reaching more people; however, it lacks the personal touch.

4. *Upon completion of the needs identification process, proceed to the curriculum modification or development process.*

   Do not reinvent the wheel! If a very successful program is already in use, perhaps a simple modification may be appropriate and more acceptable to both the teacher and the board of education. If none exists, then a more comprehensive curriculum may be needed.

5. *Use district resources.*

   Utilize the experts within the district, such as curriculum and resource materials specialists. Not only is needed expertise provided, but the process is strengthened.

6. *Be specific.*

   Be specific in detailing the subject matter to be presented. Avoid using broad, general terminology. As previously stated, boards of education and superintendents, as well as principals, need complete information.

7. *Arrange a meeting with the superintendent or his or her designee to review the program or curriculum module developed.*

   Make revisions or modifications as recommended. Superintendents are closely attuned to their respective boards of education.

8. *Prepare a presentation.*

   The written material should be specific and complete. The oral presentation should address the issues identified in the needs assessment. The presentation can best be done by a few well-informed, articulate individuals.

9. *Review the presentation with the superintendent.*

   Superintendents are keenly aware of the most successful methods of presenting materials to the board of educaton.

10. *Have the program placed on the board's agenda.*

    Timing may be critical to the cause. Accept the superintendent's recommendation about when to make the presentation.

11. *Be well-represented at the meeting.*

    Have enough support to indicate that the program is not the product of a few crusaders. Make it as representative of the community as possible. Boards of education and district administration will not be receptive to manipulation of a few and will, in all probability, react very negatively to pressure tactics.

12. *Organize parent information meetings.*

    It is necessary to initiate day and night meetings to present the complete approved program to parents. Course content materials, audiovisual aids, and textbooks should be available for parent review. Parents should be given easy access for review of all materials.

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Community Resources

The following are some of the community resources that may provide assistance in the development and implementation of the program:

1. Young Men's Christian Association
2. Young Women's Christian Association
3. Human Resources Agency
4. Public health service agency

5. Marriage counselors
6. Local medical associations
7. Mental Health Service
8. Churches
9. Parent/Teacher Association
10. Probation Department
11. Children's Home Society
12. Parents Anonymous
13. American Association of University Women (AAUW)*
14. Junior League of California*
15. California Home Economics Association (CHEA)*

*These agencies have developed and published position papers supporting parenthood education.

Selected References

The resources section includes information about books that would be helpful in a classroom reference library for parenthood education. In some instances more than one book is listed that covers similar material, providing the teacher with alternative titles. Books included in the *Maximizing Human Potential* bibliography have not been repeated in this publication. Resources published prior to 1970 have been included only when the material has unique value and has not been duplicated in a later publication.

Secondary education textbooks have not been listed because they appear to be of limited value when the cost of buying multiple copies for a class is considered. Audiovisual materials will be listed with the appropriate teaching modules in the instructional patterns publication. Organizations and addresses are included which provide current information through periodicals and inexpensive publications.

The materials in this section present a broad perspective on parenthood education. They are recognized works in the field. Selection of a work for inclusion does not imply a recommendation by the State Department of Education. Parents and teachers must always preview any materials being considered for use in the classroom.

General

Ames, Louise Bates. *Is Your Child in the Wrong Grade?* New York: Harper & Row Pubs., Inc., 1967.

The author of this book presents advice and information to assist parents in giving their children the help they need to ensure a successful school career.

Barr, Linda, and Catharine Monserrat. *Working with Childbearing Adolescents.* Albuquerque: New Futures, Inc., 1980.

This book is designed for the professional who works with pregnant teenagers. It not only includes information about adolescent development and teenagers as parents, but the book also includes lesson plans for teachers.

Beck, Dorothy Fahs. *Marriage and the Family Under Challenge* (Second edition). New York: Family Service Association of America, 1976.

The author of this book provides an overview of the various challenges to marriage and the family.

Becker, Wesley C. *Parents Are Teachers: A Child Management Program.* Champaign, Ill.: Research Press, 1971.

This is a guide for training parents through a program that is a sequel to Head Start. This book also could be adapted for use by teachers as a guide to help students learn about parenting. The author describes what to do when teaching a young child.

Bessell, Harold, and Thomas P. Kelly, Jr. *The Parent Book.* Sacramento, Calif.: Jalmar Press, 1977.

The authors present a holistic program for raising the emotionally mature child.

Bigner, Jerry J. *Parent-Child Relations: An Introduction to Parenting.* New York: Macmillan Publishing Co., Inc., 1979.

This author adds a revealing dimension to the study of parenting by examining the child's influence on the adult's development and growth as well as taking the more typical view of the adult's effect on the child.

Boston Women's Health Book Collective, Inc. *Our Bodies, Ourselves* (Revised second edition). New York: Simon & Schuster, Inc., 1976.

This book includes extensive information on the psychological and biological functioning of women. It is also available in Spanish.

Boston Women's Health Book Collective, Inc. *Ourselves and Our Children: A Book by and for Parents.* New York: Random House, 1978.

This book was written by and for parents. The writers carefully and compassionately explore issues: decisions on parenthood; stages of parenthood (being a parent during the beginning, middle, teenage, and grown-up years); shared parenthood between mothers and fathers and for single parents; families (ways that families work and different forms they take); society's impact on parents and parents' efforts toward change; and self-help and assistance from others.

Braga, Joseph, and Laurie Braga. *Children and Adults: Activities for Growing Together.* Englewood Cliffs, N.J.: Prentice Hall, Inc., 1978.

The authors of this book search the relationship between parent and child and suggest games,

activities, and everyday tasks for parents and for children from birth through age six.

Child's Body: A Parent's Manual. New York Paddington Press, Ltd., 1978.

This child-care reference book has pictures and diagrams which supplement the text that covers the time before birth, birth itself, and child development, year by year. It also includes areas in home and community, play, child's anatomy, the sick child, first aid, and more.

Comer, James P., and Alvin F. Poussaint. *Black Child Care.* New York: Pocket Books, Inc., 1976.

The subtitle describes the scope of this volume—"How to Bring Up a Healthy Black Child in America: A Guide to Psychological and Emotional Development." It will be helpful to many black parents and will be especially helpful to all professionals working with minority racial and ethnic groups.

Dodson, Fitzhugh. *How to Parent.* New York: The New American Library, Inc., 1973.

This book is a practical guide to dealing with key problems parents and children encounter during a child's first five years.

Dreikurs, Rudolf. *The Challenge of Parenthood.* New York: E. P. Dutton, 1979.

The author gives practical advice on parenting from temper tantrums to classroom difficulties.

Fraiberg, Selma. *Magic Years.* Totowa, N.J.: Charles Scribner's Sons, 1968.

The author gives parents a fascinating description of how a child views the world at different ages. Dr. Fraiberg describes how each new stage of development brings some immediate problems for a child. She is also very supportive of both parents and child during these difficult times and offers many helpful suggestions.

Gersh, Marvin J. *How to Raise Children at Home in Your Spare Time.* New York: Stein & Day, 1973.

This is a humorously written book on how to relax and enjoy parenthood.

Gold, Don. *Letters to Tracy.* New York: David McKay Co., Inc., 1972.

This book is a collection of candid letters from a divorced father to his seventeen-year-old daughter. The author tells his daughter how he feels about love, marriage, divorce, politics, friendship, and work.

Goode, Ruth. *A Book for Grandmothers.* New York: McGraw Hill Book Co., 1977.

This book includes advice and examples in such areas as the roles grandmothers must play, staying in touch, presents and visits, things to do together, and family crises.

Harrison-Ross, Phyllis, and Barbara Wyden. *The Black Child: A Parent's Guide.* New York: David McKay Co., Inc., 1973.

This book is a guide to ways of thinking and acting that will help children grow up without prejudice. It is a manual for both black and white parents.

Jones, Sandy. *Good Things for Babies* (Second edition). Boston: Houghton Mifflin Co., 1980.

This is a comprehensive, descriptive catalog of items available by mail for both the parents' convenience and the baby's use and enjoyment. In addition to products are recommendations for many other publications of interest to new parents.

Kelly, Marguerite, and Elia S. Parsons. *The Mother's Almanac.* Garden City, N.Y.: Doubleday & Co., Inc., 1975.

The authors of this guide offer suggestions for ways in which to help nurture one's child in the critical years before first grade. In addition, they offer advice in the areas of discipline and independence and give good ideas for activities and much more.

Kids: Day In and Day Out. Edited by Elizabeth L. Scharlatt. New York: Simon & Schuster, Inc., 1979.

This parents' manual includes descriptions of a compendium of ideas, recommendations, insights, inspirations, facts and suggestions, problems, and solutions for living with children every single day.

Kirkendall, Lester A., and Wesley J. Adams. *Student's Guide to Marriage—Family Life Literature: An Aid to Individualized Study Instruction.* Dubuque, Iowa: William C. Brown Co., Pubs., 1980.

This aid to an individualized study of marriage and the family includes opinionnaires and questionnaires relating to marriage and famiy life.

Lane, Mary B. *Education for Parenting.* Washington, D.C.: National Association for the Education of Young Children, 1975.

The author discusses the importance of parenting, assumptions and conflicting messages about parenting, needs of parents, education for parenting, and help available for parents.

McLaughlin, Clara J. *The Black Parents' Handbook: A Guide to the Facts of Pregnancy, Birth, and Child Care.* New York: Harcourt Brace Jovanovich, Inc., 1975.

This book, written especially for black parents, includes a discussion of every aspect of parenthood from the time a child is conceived until the child is six years of age.

Mayle, Peter. *What's Happening to Me?* Secaucus, N.J.: Lyle Stuart, Inc., 1975.

With honesty, sympathy, and a sense of humor, the author presents the facts of life during puberty.

Norton, G. Ron. *Parenting.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977.

With this guide, one can choose from a variety of step-by-step techniques for handling individual learning situations and helping children grow.

The Parenting Advisor. Garden City, N.Y.: Doubleday & Co., Inc., 1977.

The Parenting Advisor is an indispensable guide which combines in one book the best and latest theories of all aspects of child rearing for parents.

The Parenting Advisor/Growing-up Years: Your Child's Recordkeeping Book, 1978. Edited by Frank Caplan. Garden City, N.Y.: Doubleday & Co., Inc., 1977.

This complete guide, written by parents and professionals, includes the best thinking and current research on all areas of child rearing, from health and nutrition to the learning, social, sensory, and emotional development of children.

The Parents' Yellow Pages. Garden City, N.Y.: Doubleday & Co., Inc., 1978.

The Parents' Yellow Pages is a directory that contains practical and essential information on community organizations and services that make child rearing an easier and more satisfying task. Also included are reviews of carefully selected books, catalogues of products, listings of available facilities, evaluation checklists, handy guides for do-it-yourself information gathering, free and inexpensive pamphlets, and glossaries.

Renshaw, Domeena C. *The Hyperactive Child.* Boston: Little, Brown & Co., 1975.

The author defines the forms of hyperactivity, discusses the nature of the syndrome, and recommends treatment techniques. She gives encouragement to parents, teachers, and professionals and establishes guidelines for consistent interaction that will meet each child's needs.

Schaefer, Charles. *How to Influence Children.* New York: Van Nostrand Reinhold Co., 1978.

This is a how-to book for parents, with detailed chapters on ways of developing effective discipline, child management skills, child guidance skills, and positive family relationships.

Smart, Mollie Stevens, and Laura S. Smart. *Families: Developing Relationships* (Second edition). New York: Macmillan Publishing Co., Inc., 1980.

This is a textbook planned for use in an introductory family and marriage course. It reflects a strong crosscultural perspective and relates research to the real issues of life. It is divided into 17 chapters on such topics as sex, partnerhood, parenthood, family planning, health, financial management, and crises.

Smith, Lendon. *Improving Your Child's Behavior Chemistry.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.

This book explains how diet, vitamins, and prompt treatment can alleviate ills such as allergies, hyperactivity, bed-wetting, school failure, and nightmares before they take place.

Stone, L. Joseph, and Joseph Church. *Childhood and Adolescence, A Psychology of the Growing Person* (Fourth edition). New York: Random House, Inc., 1979.

In textbook style this book begins with the development of the neonate and goes through adolescence. It incorporates the latest facts and philosophies of child developoment, while still portraying the child as a human being.

Sutton-Smith, Brian. *How to Play with Your Child (And When Not to).* New York: E. P. Dutton, 1974.

Reading this book should help parents feel comfortable and confident with play. It contains

suggestions for games to play together from birth through elementary school years and reasons why the games are likely to be stimulating and beneficial. It also includes guidelines to help parents determine when playing together might be more frustrating than enjoyable.

Turner, Jeffrey, and Donald Helms. *Life Span Development: Student Workbook.* Philadelphia: Holt, Rinehart & Winston, Inc., 1979.

This is a well-balanced, highly contemporary book covering the development of life from birth to death.

Weinstein, Grace W. *Children and Money: A Guide for Parents.* New York: Schocken Books, Inc., 1976.

With her commonsense approach the author offers many useful and practical suggestions about how parents can teach their children the management, not the worship, of money.

Maximizing an Individual's Potential

Branden, Nathaniel. *The Psychology of Self-Esteem.* New York: Bantam Books, Inc., 1971.

The author of this book provides a new approach to self-understanding. The central theme is the role of self-esteem in one's life: the need of self-esteem, the nature of that need, the conditions of its fulfillment, the consequences of its frustration, and the impact of one's self-esteem (or lack of it) on one's values, responses, and goals.

Briggs, Dorothy Corkille. *Your Child's Self-Esteem: The Key to His Life.* Garden City, N.Y.: Doubleday & Co., Inc., 1975.

This is a practical handbook on how to raise a truly happy child. The author gives a psychologically sound and workable formula based on understanding the importance of how a child views himself or herself. In simple and sympathetic terms, the author shows specifically how high self-esteem can be built.

Canfield, Jack, and Harold C. Wells. *One Hundred Ways to Enhance Self-Concepts in the Classroom: Handbook for Teachers and Parents.* Englewood Ciffs, N.J.: Prentice-Hall, Inc., 1976.

This is a guide of 100 practical and exciting strategies for developing the positive self-esteem of the students in the classroom. It will help in creating learning environments that are positive, caring, supportive, and growth-promoting. Also included is an annotated bibliography of available resources.

Cirese, Sarah. *Quest: A Search for Self.* New York: Holt, Rinehart & Winston, Inc., 1977.

The author describes the increased understanding of the searching and growing individual experience from birth to death.

Dyer, Wayne W. *Your Erroneous Zones.* New York: Avon Books, 1981.

The author presents a remarkably simplistic, yet revolutionary idea: you are in charge of yourself. In addition to showing the reader how to identify and expose one's own erroneous zones, Dr. Dyer provides a variety of easy-to-follow plans designed to eliminate them forever.

Fast, Julius. *Body Language.* New York: Pocket Books, Inc., 1981.

This book will give the reader new insight into the powers and methods of communication. It reveals the way people divulge attitudes and send messages through their appearance and body movement.

Fromm, Erich. *The Art of Loving.* New York: Harper & Row Pubs., Inc., 1974.

This book is filled with challenging observations with many blunt truths about contemporary society and the barriers it raises between its members and the achievement of love. The author discusses love in all its aspects, not only romantic love, but also the love of parents for their children, brotherly love, erotic love, self-love, and love of God.

Gordon, Sol, and Roger Conant. *You! The Teenage Survival Book.* Scranton, Penn.: Quadrangle and the New York Times Co., 1975.

This book is for someone fourteen to twenty years old who wants to have a better life.

Hernandez, Carrol A. (Haug). *Chicanos: Social and Psychological Perspectives* (Second edition). St. Louis: C. V. Mosby Co., 1976.

This is a collection of articles important to persons concerned with Mexican-American children and families.

James, Muriel, and Dorothy Jongeward. *Born to Win: Transactional Analysis with Gestalt Experiments.* Menlo Park, Calif.: Addison-Wesley Publishing Co., Inc., 1971.

This book will help readers increase their awareness of the real power they have to direct their lives, to make decisions, to develop their own ethical system, to enhance the lives of others, and to understand that they were "born to win."

Jourard, Sidney M. *The Transparent Self: Self-Disclosure and Well-Being* (Second edition). New York: Van Nostrand Reinhold Co., 1971.

The author emphasizes that people can achieve health and function more effectively when they gain courage to be themselves among others and when they find the goals and objectives that have value and meaning for them.

MacCoby, Eleanor, and Carol N. Jacklin. *The Psychology of Sex Differences.* Stanford, Calif.: Stanford University Press, 1974.

The authors of this well-written and thoroughly researched volume, complete with an exhaustive annotated bibliography, explore to what extent men and women differ in social behavior, intellectual abilities, motivations, and aspirations. They offer a systematic analysis and interpretation of a massive body of research findings.

McGough, Elizabeth. *Who Are You? A Teenager's Guide to Self-Understanding.* New York: William Morrow & Co., Inc., 1976.

In this book the author addresses the adolescent's need for help with the basic psychological problems of teen years.

Maslow, Abraham. *The Farther Reaches of Human Nature.* New York: Penguin Books, Inc., 1976.

This is a wide-ranging composition of Maslow's inspiring and influential ideas on biology, synergy, creativity, cognition, the hierarchy of needs, and the role of science in the expanding study of human nature.

Moustakas, Clark E. *Finding Yourself, Finding Others.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

Through this book, full of quotes, poetry, and pictures, the author promotes the development of self-understanding and self-valuing. He also encourages one to use his or her full potential and to appreciate the uniqueness of one's self and others.

Norfolk, Donald. *The Stress Factor.* New York: Simon & Schuster, Inc., 1979.

This is a sensible, comforting, and useful book on how to survive stress and to handle it effectively.

Prather, Hugh. *Notes to Myself.* New York: Bantam Books, Inc., 1976.

Prather's notes are short, personal, yet general statements about living: feelings, experiences, behaviors, and relationships. They serve as beginnings for the reader's exploration of his or her own experiences and also as thoughtful and insightful reminders about them.

Ramirez, Manuel, and Alfredo Castaneda. *Cultural Democracy, Bicognitive Development, and Education.* New York: Academic Press, 1974.

The authors examine values, socialization practices, and heritage of the Mexican-American culture and their effects on children's cognitive style and education.

Satir, Virginia. *Self-Esteem: A Declaration.* Millbrae, Calif.: Celestial Arts Publishing Company, 1975.

This is an illustrated poem in which the author describes the uniqueness and value of each individual. It is excellent material to give a student to read.

Selye, Hans. *The Stress of My Life: A Scientist's Memoirs* (Second edition). New York: Van Nostrand Reinhold Co., 1979.

The author reveals his ideas on stress and his personal code of behavior and describes his experiments with eustress and distress. In this book he gives insight into the mechanisms and manifestations of stress and practical advice for helping patients cope with the stress of life today.

Simon, Sidney B., Leland W. Howe, and Howard Kirschenbaum. *Values Clarification, A Handbook of Practical Strategies for Teachers and Students.* New York: A & W Pubs., Inc., 1978.

This book is designed to engage students and teachers in the active formulation and examination of values. The goal is to involve students in practical experiences, making them aware of their own feelings, their own ideas, and their own beliefs so that the choices they make are based on their own value systems.

Viscott, David. *The Language of Feelings.* New York: Pocket Books, Inc., 1977.

In this book the author explains the nature of feelings—what they mean, how they work, where they come from, and how to understand and use them. The emphasis on self and self-fulfillment is especially appropriate for today.

Zunin, Leonard, and Natalie Zunin. *Contact: The First Four Minutes.* New York: Ballantine Books, Inc., 1975.

The authors tell how to develop and improve techniques for establishing and strengthening meaningful human relationships during the first few minutes of an encounter with strangers, friends, and loved ones.

Parenting Responsibilities

Barr, Linda, and Catharine Monserrat. *Teenage Pregnancy: A New Beginning.* Albuquerque, N.M.: New Futures, Inc., 1978.

This book's 16 chapters (98 pages) contain what teens need to know about reproduction, health care during pregnancy, and preparation for parenthood. It is also available in Spanish.

Bernard, Jessie Shirley. *The Future of Motherhood.* New York: Penguin Books, Inc., 1975.

The author suggests alternatives to motherhood as it is presently practiced in the United States.

Eleven Million Teenagers. New York: The Alan Guttmacher Institute, 1976.

This publication includes a discussion of the epidemic of adolescent pregnancies in the United States. It presents basic facts and statistics about adolescent sexuality, pregnancy, and childbearing and what is being done and what can be done.

Furstenberg, Frank F. *Unplanned Parenthood: The Social Consequences of Teenage Childbearing.* New York: Free Press, 1979.

This is a superb description of the problems related to early parenthood and is based on a well-done study conducted over five years.

Howard, Marion. *Only Human: Teenage Pregnancy and Parenthood.* New York: Continuum Publishing Corp., 1975.

The author traces the course of pregnancy and the first year of young parenthood of six young people, showing how their lives and the lives of those close to them were drastically changed by the experience.

Lindsay, Jeanne Warren. *Pregnant Too Soon: Adoption Is an Option.* Saint Paul, Minn.: Changing Times Education Service, 1980.

A unique, new, sensitive, fact-filled 200-page textbook for teenage pregnancy and child care and guidance programs. Teenagers tell their stories about the most difficult decision they will ever face—to be or not to be a school-age parent.

Mayle, Peter. *How to Be a Pregnant Father.* Secaucus, N.J.: Lyle Stuart, Inc., 1977.

In this book, illustrated with appealing drawings, the author describes the father's responsibilities to the new mother during pregnancy.

Mayle, Peter. *Where Did I Come From?* Secaucus, N.J.: Lyle Stuart, Inc., 1973.

Humorously written and illustrated, this delightful presentation has some very direct statements about heterosexual relations and how pregnancy occurs.

McNamara, Joan. *The Adoption Advisor.* New York: E. P. Dutton, 1975.

This book is for people who are trying to decide whether or not to adopt or who have already made the decision. It covers the decision to adopt, the stages of adoption, adoption and the law, international adoption, independent adoption, and the alternative of foster care.

Peck, Ellen, and William Granzig. *The Parent Test: How to Measure and Develop Your Talent for Parenthood.* New York: G. P. Putnam's Sons, 1978.

This book explains how to measure your talent for parenthood and how to devleop the skills and talents needed for successful parenthood.

Rich, Adrienne. *Of Women Born: Motherhood As Experience and Institution.* New York: Bantam Books, Inc., 1977.

This is a brilliant and passionate exploration of the joy and pain and the myth and reality of motherhood.

Salk, Lee. *Preparing for Parenthood.* New York: Bantam Books, Inc., 1980.

The author deals comprehensively with the emotional and psychological factors involved in being a parent, from the time the child is conceived through infancy.

Family Composition/Living Styles

Atkin, Edith, and Estelle Rubin. *Part-Time Father.* New York: Vanguard Press, Inc., 1976.

The authors deal with the most important aspect of divorce for fathers and children—their continuing relationship with each other. In simple language, the authors consider such pitfalls and problems of the divorced father as money, visitation rights, bachelorhood, remarriage, and the extended family.

Bernard, Jessie. *The Future of Marriage.* New York: Bantam Books, Inc., 1973.

In this searching analysis the author gathers the facts about marriage as it has evolved and as it is lived in America today. She projects the nature and probable future of the commitment that transforms a relationship into marriage and also the nature of the life-styles that are going to accompany the marriage.

Capaldi, Fredrick, and Barbara McRae. *Step-families: A Cooperative Responsibility.* New York: Franklin Watts, Inc., 1979.

The purpose of the book is to assist stepparents and stepchildren in gaining a better understanding of the problems that beleaguer them and to guide them toward a successful resolution.

Curtis, Jean. *Working Mothers.* New York: Simon & Schuster, Inc., 1977.

In this book the author discusses working mothers, their husbands, and children and the difficulties that they face, the satisfactions that they have found, and the ways in which they cope.

Epstein, Joseph. *Divorced in America: Marriage in an Age of Possibility.* New York: Penguin Books, Inc., 1975.

The author answers many questions in intensely personal terms as he explores the legal, sexual, psychological, and economic aspects of divorce in American.

Galper, Miriam. *Co-Parenting: Sharing Your Child Equally.* Philadelphia: Running Press, 1978.

The author describes a plan that permits both parents to remain equally responsible for their children as they maintain separate homes and pursue separate lives.

Gatley, Richard H., and David Koulack. *Single Father's Handbook.* Garden City, N.Y.: Doubleday & Co., Inc., 1979.

This handbook is designed for men who are separated from their children. The authors, both of whom are psychologists, share the things they learned from personal experiences and those of their clients and friends. They provide some practical solutions to problems that separated fathers often encounter.

Greenleaf, Barbara K., and Lewis A. Schaffer. *Help: A Handbook for Working Mothers.* Scranton, Penn.: Berkeley Publications, 1980.

The authors discuss the special problems that working mothers face and offer techniques to cope with these problem situations.

Hoffman, Lois W., and F. Ivan Nye. *Working Mothers: An Evaluative Review of the Consequences for Wife, Husband, and Child.* San Francisco: Jossey-Bass Pubs., Inc., 1974.

This is a source book of research findings on maternal employment, from sociology, psychology, demography, and social welfare points of view.

Levine, James A. *Who Will Raise the Child? New Options for Fathers (Mothers).* Philadelphia: J. B. Lippincott, 1976.

This is a book about men who have chosen, within the family context, to take on child-caring roles; about men who sought custody of their children; and about men working part time so they can share child care.

Life-Styles: Diversity in American Society. Edited by Saul D. Feldman and Gerald W. Thielbar. Boston: Little, Brown & Co., 1975.

This is a collection of readings on such topics as: is there an American life-style, life-style variations, upper-class life-styles, middle-class life-styles, lower-class life-styles, sex roles and life-styles, ethnic life-styles, and deviant life-styles.

Maddox, Brenda. *Half-Parent.* New York: New American Library, 1976.

This book addresses the common problem of situations in which previously married parents remarry, with the results of "my children, your children, and our children."

McFadden, Michael. *Bachelor Fatherhood.* New York: Ace Books, 1978.

The author covers virtually every aspect of the single father's life with experience-proven, emancipating alternatives.

Nye, Francis Ivan, and Lois Wladis Hoffman. *The Employed Mother in America.* Westport, Conn.: Greenwood Press, Inc., 1976.

The authors of this book bring together a comprehensive body of research findings on the massive movement of mothers into paid employment. In four sections the authors discuss why women work, the effects of the working mother on the children, the husband-wife relationship, and the adjustments that the working mother must make.

Olds, Sally W. *The Mother Who Works Outside the Home.* New York: Child Study Association of America and Wel-Met, Inc., 1975.

This book will help the working mother in solving her problems of handling both a home and a job.

Pierce, Ruth I. *Single and Pregnant.* Boston: Beacon Press, 1971.

The author gives support and possible answers to questions facing the pregnant woman. The appendix includes an extensive list of agencies that can help.

Roosevelt, Ruth, and Jeannette Lofas. *Living in Step.* New York: Stein & Day, 1976.

The authors offer reassuring and helpful advice and information to anyone involved with a stepfamily. The authors define realistically the problems from every member's point of view: step and natural, parent and child, the absent divorced parent, and the many others involved in the stepfamily orbit.

Scott, Niki. *The Balancing Act: A Handbook for Working Mothers.* Mission, Kan.: Sheed Andrews and McMeel, Inc., 1978.

This book is written for the working mother who is trying to find a way to balance career and family without sacrificing either. It offers helpful advice, sympathy, and shared knowledge on numerous problems and daily stress situations faced by career women who work for financial or personal reasons.

Shorter, Edward. *The Making of the Modern Family.* New York: Basic Books, Inc., 1975.

This book includes a comprehensive history of the modern family in Western culture.

Stuart, Irving R., and Lawrence Abt. *Children of Separation and Divorce.* New York: Van Nostrand Reinhard, 1981.

This book is a collection of articles for parents, teachers, and counselors. It is written by specialists: psychologists, lawyers, clergymen, and social workers. They examine the problems of separation and divorce with an exphasis on the children. They explain ways in which adults can better deal with the results of separation and divorce or even lessen or avoid the heartbreaking consequences for the children.

Walsworth, Nancy. *Coping with School-Age Motherhood.* New York: Richard Rosen Press, Inc., 1979.

The book is based on the experiences of 12 adolescent girls who share their stories about getting pregnant.

Woolley, Persia. *The Custody Handbook.* New York: Summit Books, 1979.

This comprehensive survey of current child-custody arrangements tells how to design a custody arrangement and how to share the money, responsibility, and time of raising children.

Family as a Unit and How It Works

Arnstein, Helene S. *Getting Along with Your Grown-Up Children.* New York: M. Evans Co., Inc., 1970.

In an attempt to narrow the generation gap, the author covers the potential problem areas that most books on parent-child relationships neglect: young adulthood of the children.

Arnstein, Helene S. *The Roots of Love: Helping Your Child Learn to Love in the First Three Years of Life.* New York: Bobbs-Merrill Co., Inc., 1975.

The Roots of Love is a book about helping children learn to love. Arnstein discusses many of the things that contribute to a loving relationship between parents and their children in the first three years.

Babcock, Dorothy E., and Terry D. Keepers. *Raising Kids O.K.: Transactional Analysis in Human Growth and Development.* New York: Grove Press, Inc., 1976.

The authors of this book based on transactional analysis cover the normal psychological development throughout the entire life span and emphasize healthy family functioning.

Berman, Eleanor. *The Cooperating Family: How Your Children Can Help Manage the Household—For Their Good as Well as Yours.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977.

The author, a divorced single parent with three children, tells about her experiment in getting her children to help manage the household for their benefit as well as hers. She discusses every aspect of home life, including housework, cooking, emergencies, money matters, shopping, and assignment of duties. She also includes a section on favorite recipes compiled by her children.

Biller, Henry, and Dennis Meredith. *Father Power.* Garden City, N.Y.: Anchor Press/ Doubleday, 1975.

The authors of this book look at the problems, challenges, and pleasures of being a father in our society. They tell how fathers can start achieving identity as active child rearers and participate equally with mothers in bringing up the children.

Bowlby, John. *Attachment and Loss Series* (Attachment-Separation Set). New York: Basic Books, Inc., 1973.

The author covers all aspects of anxiety, anger, and the nature of the child's attachment to his or her mother.

Brazelton, T. Berry. *Toddlers and Parents: A Declaration of Independence.* New York: Delacorte Press, 1974.

Brazelton discusses how to deal with your child from ages one to three years. He describes the universal nature of a toddler's struggle for independence and self-mastery and then offers many possible ways in which the conflict can be resolved.

Calladine, Carole, and Andrew Calladine. *Raising Siblings.* New York: Delacorte Press, 1979.

This is a sane and sensible approach to raising brothers and sisters without raising the roof.

Daley, Eliot A. *Father Feelings.* New York: Pocket Books, Inc., 1979.

The author provides a role model for caring parenthood in a heart-warming journal of a year in the life of a father.

De Rosis, Helen. *Parent Power-Child Power: A New Tested Method for Parenting Without Guilt.* New York: McGraw-Hill Book Co., 1975.

The author explains the use of parent power applied to tested ways of preventing destructive reactions to parent-child tension. She explains how parents can direct their power and their child's power into constructive channels.

The Effects of the Infant on Its Caregiver. Edited by Michael Lewis and Leonard A. Rosenblum. New York: John Wiley & Sons, 1974.

This volume contains detailed research data about the effect that the infant may have on its care giver.

Erikson, Erik H. *Childhood and Society* (Second edition). New York: W. W. Norton & Co., Inc., 1964.

Appropriate for both professionals and laymen, this book is a classic in the study of the social significance of childhood. Erikson explains his theory of psychosocial development, including the eight stages of development and his reinterpretation of Freud.

Faber, Adele, and Elaine Mazlish. *Liberated Parents—Liberated Children.* New York: Avon Books, 1975.

The authors express ways in which communication and relationships can be improved. They propose that choices be offered instead of threats, cooperation be invited rather than demanded, and feelings be accepted instead of denied.

Forer, Lucille, and Henry Still. *The Birth Order Factor.* New York: Pocket Books, Inc., 1977.

The authors of this book present convincing evidence on how your personality is influenced by your place in the family.

Ginott, Haim. *Between Parent and Teenager.* New York: Avon Books, 1973.

A variety of specific methods with which to deal with specific adolescent problems are described in this book. Dr. Ginott utilizes a commonsense approach which involves respect and love for a mutually rewarding relationship between parent and teenager.

Glickman, Beatrice Marden, and Nesha Springer. *Who Cares for the Baby? Choices in Child Care.* New York: Schocken Books, Inc., 1978.

This book includes an honest, open-minded analysis of the child care options available today.

Green, Maureen. *Life Without Fathering.* New York: McGraw-Hill Book Co., 1977.

The author thoughtfully discusses the value of the father in child growth.

Harragan, Betty L. *Games Mother Never Taught You: Corporate Gamesmanship for Women.* New York: Warner Books, Inc., 1978.

The author describes the attitudes and experiences that women need if they are to be successful in career achievements.

Holt, John. *Escape from Childhood.* New York: Ballantine Books, Inc., 1976.

This book is about the institution of modern childhood, the attitudes, customs, and laws that define and locate children in modern life and determine to a large degree what their lives are like and how their elders treat them. The author offers suggestions about how modern childhood should and might be changed.

Isaacs, Susan, and Marti Keller. *The Inner Parent: Raising Ourselves, Raising Our Children.* New York: Harcourt Brace Jovanovich, Inc., 1979.

With an emphasis on the parental view of child rearing, the authors of this manual supply a new approach to family living. They explore the psychology of parent development, including expectations, attitudes, and myths regarding pregnancy, childbirth, and parental roles. They also explain how to give your child values that are not predominant in our society as well as how to view parenting as a joyous growth process.

Kantor, David, and William Lehr. *Inside the Family.* New York: Harper & Row Pubs., Inc., 1976.

This text is the report of an investigation of the family in its natural setting. It was prepared from material gathered by trained investigators who lived with families of various ethnic, religious, educational, and class backgrounds.

Keniston, Kenneth, and the Carnegie Council on Children. *All Our Children.* New York: Harcourt Brace Jovanovich, Inc., 1978.

The author describes the realities about child development in the context of the American family, reviews social institutions and policies, and suggests alternatives.

Klaus, Marshall H., and John H. Kennell. *Maternal-Infant Bonding: The Impact of Early Separation or Loss on Family Development.* St. Louis: C. V. Mosby, Co., 1976.

The authors discuss the impact of early separation or loss on family development. The importance of early uninterrupted parent-infant contact is explained.

Laing, R. D. *Politics of the Family.* New York: Pantheon Books, 1971.

This book is recommended by the National Council for Family Relations.

Marriage and the Family in the Modern World: A Book of Readings. Edited by Ruth S. Cavan. New York: Thomas Y. Crowell Co., 1974.

The first part of this book includes a description of the general process of marriage and family life. Parts two and three include descriptions of variations in the family caused by social class, race, and ethnic groups; and part four follows the family life cycle.

Mother-Child, Father-Child Relationships. Edited by Joseph H. Stevens Jr., and Marilyn Mathews. Washington, D.C.: National Association for Education of Young Children, 1978.

This book includes information about recent research and theory on parent-to-infant attachment, the impact of divorce, alternative family styles, minority families, changing parental roles, and the father's influence on a child's development.

Neisser, Edith G. *Mothers and Daughters: A Lifelong Relationship.* New York: Harper & Row Pubs., Inc., 1973.

Neisser describes and discusses the profound and intrinsic relationship that exists between mothers and daughters throughout life.

Salk, Lee. *What Every Child Would Like His Parents to Know.* New York: Warner Books, Inc., 1973.

Dr. Salk discusses many problems concerning child rearing and explains what is in a child's mind and what penetrates his or her true emotions so that parents can help cope realistically with the everyday emotional crises children encounter.

Satir, Virginia. *Making Contact.* Millbrae, Calif.: Celestial Arts Publishing Co., 1976.

The author, a pioneer in family therapy, discusses the essentials in interpersonal relationships.

Schaffer, Rudolph. *Mothering.* Cambridge, Mass.: Harvard University Press, 1977.

This book is based on modern studies of interactions between mother and child. The author explores the effects of parental care on

the intellectual and emotional development of the child.

Simon, Sidney B., and Sally Wendkos Olds. *Helping Your Child Learn Right from Wrong: A Guide to Values Clarification.* New York: McGraw Hill Book Co., 1977.

In this book the authors provide parents with a revolutionary and practical system for helping their children learn right from wrong. The assortment of game-like strategies in this book can help parents teach their children a process for arriving at their own values.

Child Development

Ames, Louise Bates, and Frances L. Ilg. *Your Four Year Old.* New York: Delacorte Press, 1976.

This book includes practical advice and enlightening psychological insights into the four-year-old child. The authors discuss how the four-year-old gets along with other children, what techniques parents can use to help their children through their developmental stages, what their routines are, and how they see the world and their individuality.

Ames, Louise Bates. *Your Three Year Old: Friend or Enemy.* New York: Delacorte Press, 1976.

The author gives a description of the general characteristics of three-year-old children.

Ames, Louise Bates. *Your Two Year Old: Terrible or Tender.* New York: Delacorte Press, 1976.

The book includes a description of the general characteristics of two-year-old children. The author offers practical advice.

Annis, Linda Ferrill. *The Child Before Birth.* Ithaca, N.Y.: Cornell Univ. Press, 1978.

This book is an introduction to the factors influencing an unborn child's development. It contains eight full-page color photos.

Braga, Laurie, and Joseph Braga. *Learning and Growing: A Guide to Child Development.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

This book is about children—how they grow and how they learn. Not only do the authors explain what behaviors most likely exist in a particular developmental stage, but they also suggest activities that stimulate a child's learning and growing in ways that are fun for both the adult and the child.

Brazelton, T. Berry. *Infants and Mothers.* New York: Dell Publishing Co., Inc., 1972.

In this book the author offers a careful examination of the month-by-month progress of three babies. The information may help the reader understand the baby's personality, and, therefore, will give a better idea of what to expect in typical situations.

Caplan, Frank, and Theresa Caplan. *The Power of Play.* Garden City, N.Y.: Anchor Press and Doubleday, 1973.

This book includes a description of the invaluable role that play serves in every aspect of a child's growth. The Caplans also use the ages and stages of development to illustrate the many basic facets of growing, learning, and living inherent in the play process.

Charles, C. M. *Teacher's Petit Piaget.* Belmont, Calif.: Fearon-Pitman Publishers, Inc., 1974.

In this small 60-page paperback book, the author relates key ideas of Piaget's theory, his important findings, implications for teaching, children's ideas about causes, and children's mental readiness for learning mathematics.

Child and His Image: Self Concept in the Early Years. Edited by Kaoru Yamamoto. Boston: Houghton Mifflin, 1972.

Focusing on chidren, ages three to ten years, the author examines the time in each child's life when he or she acquires feelings and attitudes about self, his or her place in the world, and relationships with other people. These writers also discuss minority and disturbed children, the role and preparation of teachers, the importance of communication, and appraisal and therapy.

Cohen, Dorothy H. *The Learning Child.* New York: Random House, 1973.

The author addresses three stages of the early school years: five-year-olds, six- and seven-year olds, and the eight- to eleven-year olds. For each age and stage, she discusses in detail the most important aspects of child growth and learning that influence adult relations with children.

Collier, Herbert. *The Psychology of Twins* (Second edition). Phoenix, Ariz.: O'Sullivan, Woodside and Co., 1974.

This author presents material that will be helpful in avoiding as well as solving problems in the care and management of twins from birth through the teen years. The author

encourages all parents to consider the twin as an individual and to avoid thinking of the twin as only one of a pair. Also included at the end of the book is a statistical synopsis on the odds of having twins.

The Competent Infant: Research and Commentary. Edited by L. Joseph Stone and others. New York: Basic Books, Inc., 1974.

This large comprehensive reference volume covers all aspects of infancy.

Dale, Philip S. *Language Development: Structure and Functions* (Second edition). New York: Holt, Rinehart & Winston, Inc., 1976.

The author gives a thorough overview of theory and research as applied to the study of normal language development. He includes syntactic and semantic development and evidence from other languages, including sign and consideration of dialect differences.

Felton, Victoria, and Rosemary Peterson. *Piaget: A Handbook for Parents and Teachers of Children in the Age of Discovery, Preschool—Third Grade.* Moraga, Calif.: Mulberry Tree Books, 1976.

This is a comprehensive, easy-to-read book written for the parent and teacher who would like to have an understanding of Piaget's theory. The development of children's thinking is illustrated by numerous current examples. The book suggests activities for understanding and enhancing children's cognitive development.

The First Twelve Months of Life. Edited by Frank Caplan. New York: Bantam Books, Inc., 1978.

This is a guide to the month-by-month physical, mental, social, and language development of the infant. It is full of pertinent information and humorous wisdom, plus over 150 appealing multiethnic photos and a growth chart.

Furth, Hans G., and Harry Wachs. *Thinking Goes to School: Piaget's Theory in Practice with Additional Thoughts.* New York: Oxford University Press, Inc., 1975.

This book was selected particularly for its Piagetian tasks.

Gardner, Howard. *Developmental Psychology: An Introduction.* Boston: Little, Brown & Co., 1978.

This is a comprehensive, clear text of developmental psychology with a careful consideration of various theoretical perspectives (cognitive-structural, environmental-learning). It also includes an excellent chapter on Piaget's sensorimotor stage.

Gordon, Ira J. *Baby Learning Through Baby Play: A Parent's Guide for the First Two Years.* New York: St. Martin's Press, 1970.

This author presents a variety of activities for stimulating the intellectual and personal development of a child between three months and two years of age. The focus is on games that bring pleasure, security, self-esteem, and intellectual growth.

Having a Baby. Edited by Kay Koschnick. Syracuse, N.Y.: New Readers Press, 1975.

This is an easy-to-read book with chapters on the subjects of conception and pregnancy, prenatal care, giving birth, the first six weeks, baby and the family, pregnant and unmarried, and planning your family. It is designed for students.

Helms, Donald B., and Jeffrey S. Turner. *Exploring Child Behavior: Basic Principles.* Philadelphia: Holt, Rinehart & Winston, Inc., 1978.

This textbook is an economical presentation of child psychology from genetic and prenatal development through adolescence and vocational development.

Hetherington, E. Mavis, and Ross D. Parke. *Child Psychology: A Contemporary Viewpoint.* New York: McGraw-Hill Book Co., 1979.

This textbook includes information about all areas of a child's development and supporting studies and research.

Holt, John. *How Children Fail.* New York: Dell Publishing Co., Inc., 1972.

In this book, the author discusses the strategies children use to meet the demands made on them, the effect of fear and failure on children, and the ways in which schools fail to meet the needs of children. His conclusions point the way toward helping teachers and parents make children's daily experiences in school and home more meaningful.

Holt, John. *How Children Learn.* New York: Dell Publishing Co., Inc., 1970.

The author's basic premise is that children have a natural style of learning. His comments challenge one to reevaluate one's knowledge of the young, examine one's attitude toward them,

and reconsider one's standards of training and educating them.

Hurlock, Elizabeth B. *Child Growth and Development* (Fifth edition). New York: McGraw-Hill Book Co., 1977.

This child-development reference is written in textbook format. Annotated with research, this comprehensive text includes a discussion of physical, motor, speech, emotional, social, cognitive, and moral development as well as the areas of childhood: interests, play, personality, and family relationships.

Ilg, Frances, and Louise Bates Ames. *Child Behavior.* New York: Harper & Row Pubs., Inc., 1981.

The authors of this reference cover many aspects of children's behavior and provide specific advice on what to do in specific situations.

Jackson, Jane Flannery, and Joseph H. Jackson. *Infant Culture.* New York: New American Library, 1979.

The authors present and describe current infant research that depicts infants as having far more abilities than originally presumed.

Josselyn, Irene M. *Psychosocial Development of Children* (Second edition). New York: Family Services Association of America, 1977.

This book has become established as a basic guide for helping children achieve maximum physical, mental, and emotional development.

Kagan, Jerome, and others. *Infancy: Its Place in Human Development.* Cambridge, Mass.: Harvard University Press, 1978.

This comprehensive reference book includes information about all aspects of infancy and reviews of various studies.

Klein, Carole. *The Myth of the Happy Child.* New York: Harper & Row Pubs., Inc., 1975.

The purpose of this book is to bring parents to a closer understanding of the true sources of their children's growth. By integrating extensive interviews with children from three to thirteen with the findings of psychologists and several important research studies, the author reveals the dark emotions natural to every growing child.

Leach, Penelope. *Babyhood.* Westminster, Md.: Alfred A. Knopf, Inc., 1976.

In this book designed for parents, the author traces babies' physical, emotional, and mental development from birth to age two. The author does not give advice on child-rearing, but does explain children's needs and abilities so that parents can make their own choices of timing and method.

Leach, Penelope. *Your Baby and Child: From Birth to Age Five.* New York: Alfred A. Knopf, Inc., 1978.

In this book on child development, the author discusses the stages of development from birth to age five.

Levy, Janine. *The Baby Exercise Book: The First Fifteen Months.* New York: Pantheon Books, 1974.

The author describes activities that are appropriate for children from birth to fifteen months and that are developmentally sound and easily done with inexpensive equipment. Exercise encourages sensory integration.

Liepmann, Lise. *Your Child's Sensory World.* New York: Penguin Books, Inc., 1974.

This is a commonsense book for parents about sensory awareness in children. The author describes games that need little or no preparation or special materials and that can be incorporated into the daily life of the child with no special practice.

McDiarmid, Norma J., Mari A. Petersons, and James R. Sutherland. *Loving and Learning: Interacting with Your Child from Birth to Three.* New York: Harcourt Brace Jovanovich, Inc., 1977.

This book should help parents in gaining understanding of their child's development during the first three years of life. The authors suggest ways in which parents can help foster that development. Emphasis is placed on the importance of warm and affectionate adult-child interrelationships.

Markowitz, Elysa, and Howard Braines. *Baby Dance: A Comprehensive Guide to Prenatal and Postpartum Exercise.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1980.

This book is designed to ease pregnancy and childbirth, speed recovery, and help the newborn develop physically with exercises for both mother and baby. The book emphasizes the full cycle of maternity from pregnancy to birth.

Mussen, Paul Henry. *The Psychological Development of the Child* (Third edition). Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1979.

This book is a comprehensive text on child development.

Nilsson, Lennart. *A Child Is Born.* New York: Delacorte Press, 1977.

The author presents the facts of human reproduction from conception to birth with magnificent photographs.

Papalia, Diane E., and Sally Wendkos Olds. *A Child's World: Infancy Through Adolescence* (Second edition). New York: McGraw-Hill Book Co., 1975.

The authors of this revised college textbook incorporate current research in child development while still retaining a comprehensive overview of a child's development.

Pregnancy, Birth, and the Newborn Baby. New York: Delacorte Press, 1972.

This resource is a frequently recommended text on pregnancy, birth, and the newborn baby. Current research has made some of the nutrition information obsolete.

Pulaski, Mary Ann. *Understanding Piaget: An Introduction to Children's Cognitive Development.* New York: Harper & Row Pubs., Inc., 1980.

In simple language, the author explains Piaget's theories of cognition—how children gain knowledge and perception. After reading the book, parents will understand that the seemingly aimless play of babies is actually purposeful and teachers will discover why children do not seem to learn when they are made to "sit still and listen." When they have a better understanding of Piaget's theories, the author hopes that educators in this country will gradually change their basic concepts of education.

Review of Child Development Research: Volume Three, Child Development and Social Policy. Edited by Bettye M. Coldwell and Henry N. Ricciuti. Chicago: University of Chicago Press, 1974.

Supported by research, this volume includes chapters on mother-infant attachment, aggression, fatherless families, social class, adoption, and child development.

Robeck, Mildred. *Infants and Children: Their Development and Learning.* New York: McGraw-Hill Book Co., 1978.

This graduate-level textbook is designed for adults who are or intend to become professionally involved with infants and young children.

The Second Twelve Months of Life. Edited by Frank Caplan. New York: Grosset and Dunlap, Inc., 1979.

This guide includes a description of the growth patterns of infants to the toddler stage, charts, and more than 150 photos.

Segal, Marilyn. *From Birth to One Year.* Rolling Hills Estates, Calif.: B. L. Winch and Associates, n.d.

The author of this book describes the monthly development of children from birth to one year. The book includes excellent photographs and suggested toys and activities.

Segal, Marilyn, and Don Adcock. *From One to Two Years.* Rolling Hills Estates, Calif.: B. L. Winch and Associates, 1977.

In this book the author describes the monthly development of children from age one to two years. She also includes excellent photographs and suggested toys and activities.

Sime, Mary. *A Child's Eye View.* New York: Harper & Row Pubs., Inc., 1973.

This is a book that young parents will understand and enjoy. The author examines the important implications of Piaget's theories and uses illustrations of Piagetian tests, along with photographs, to explain the stages of normal intellectual development.

Smart, Mollie S., and Russell C. Smart. *Children: Development and Relationships* (Third edition). New York: Macmillan Publishing Co., Inc., 1977.

In textbook form this book includes a review of development in infancy, the preschool child, the school-age child and the adolescent. The appendix includes charts on childhood diseases and a vaccination schedule.

Smart, Mollie S., and Russell C. Smart. *Preschool Children: Development and Relationships* (Second edition). New York: Macmillan Publishing Co., Inc., 1978.

This study of child development will help adults interpret the language of the child so that they may relate more meaningfully to children.

Smolensky, Jack. *A Guide to Child Growth and Development* (Second edition). Dubuque, Iowa: Kendall and Hunt, 1981.

The author of this guide to child understanding emphasizes the major concepts, practices, and research in the field of child development.

Talbot, Toby. *The World of the Child: Clinical and Cultural Studies from Birth to Adolescence.* New York: Jason Aronson, Inc., 1974.

Written for parents and educators, this collection of articles by specialists and gifted amateurs in the areas of child development and childhood education is united by the quest for integrating the individuality of the child with the external world. In the final section the issue of how one generation can best prepare the next to contribute to society is addressed.

Travers, John F. *The Growing Child: Introduction to Child Development.* New York: John Wiley & Sons, Inc., 1977.

This child development text includes theories and studies to help students interpret different aspects of a child's development.

Walters, C. Etta. *Mother-Infant Interaction.* New York: Human Sciences Press, 1976.

Supported by research, the author of this text covers areas in emotional, social, and perceptual-cognitive development.

Weiner, Irving B., and David Elkind. *Readings in Child Development.* New York: Robert E. Krieger Pub. Co., Inc., 1972.

This textbook gives information of a broad spectrum on normal and abnormal child development from infancy through adolescence.

White, Burton L. *The First Three Years of Life.* N.Y.: Avon Books, 1978.

The author of this reference for teachers and parents covers seven phases of development of the very young child, other topics related to the rearing of the child in the first three years, parental strategy, childrearing practices, and even toys and equipment.

Williams, Joyce W., and Marjorie Smith. *Middle Childhood: Behavior and Development* (Second edition). New York: Macmillan Publishing Co., Inc., 1980.

The authors of this book present those years of the middle childhood as a fascinating journey to maturity. Their writing fosters learning about middle childhood and self-evaluation through exercises called "think backs" scattered throughout the text.

Parenting Skills

Akmakjian, Hiag. *The Natural Way to Raise a Healthy Child.* New York: Praeger Publishers, 1975.

Written from the perspective of the psychoanalyst, this childrearing book is designed for parents who are seeking insights to childhood development. The author emphasizes that the child's emotional health is dependent on the parents' dependable emotional availability, but the author also recognizes the rights and needs of the parents. Included, too, is a discussion of the changing trends in parenting, dealing especially with the problems of working parents, single parenthood, and the growing importance of day care.

Arena, Jay, and Miriam Bachar. *Child Safety Is No Accident.* New York: E. P. Dutton, 1979.

This is an authoritative guide for the prevention and treatment of childhood accidents, with a program for developing a family style that will help ensure child safety.

Becker, Wesley C., and Janis W. Becker. *Successful Parenthood: How to Teach Your Child Values, Competency, and Responsibility.* Chicago: Follett Publishing Co., 1974.

This is a how-to book, written with a maximum of common sense and a minimum of technical jargon, for parents who want to help their children become happy, well-adjusted, interesting human beings. By using case histories, the authors describe how a warm and positive approach to "problem children" can change their behavior.

Brazelton, T. Berry. *Doctor and Child.* New York: Dell Publishing Co., Inc., 1978.

The author includes the following areas of concern: attachment, overstimulation, hyperactivity, discipline, toilet training, sibling rivalry, and the time when the child goes to the hospital.

Cahoon, Owen W., Alvin H. Price, and A. Lynn Scoresby. *Parents and the Achieving Child.*

Provo, Utah: Brigham Young University Press, 1978.

The author of this book for parents suggests activities for parents to use to help their child develop an achiever's attitude.

Carmichael, Carrie. *Nonsexist Childraising.* Boston: Beacon Press, 1977.

The author explores the whys and hows and successes and occasional setbacks of a variety of American families who attempt to preserve choices for their children. Carmichael shares ideas about what is being done and what can still be done to combat sexism.

Cattell, Psyche. *Raising Children with Love and Limits.* Chicago: Nelson-Hall Company, 1972.

Rather than giving specific directions for teaching everything that a child should be taught, the author relates the processes through which children learn to take care of themselves.

Chapman, A. H. *Parents Talking, Kids Talking.* New York: G. P. Putnam's Sons, 1979.

This is a major resource for all parents who want to discuss adult subjects with children, but don't know how.

Chess, Stella. *How to Help Your Child Get the Most Out of School.* Garden City, N.Y.: Doubleday & Co., Inc., 1974.

This book includes answers to questions that parents have concerning their children's formative preschool and elementary school years. It includes advice for parents on how they can help their children cope successfully with school and work at their own best pace.

Chess, Stella, Alexander Thomas, and Herbert Birch. *Your Child Is a Person: A Psychological Approach to Parenthood Without Guilt* (Second edition). New York: Penguin Books, Inc., 1977.

In this book the authors help parents recognize their own baby's temperament by describing the wide range of typical reactions to day-to-day events.

Church, Joseph. *Understanding Your Child from Birth to Three.* New York: Pocket Books, Inc., 1980.

The author deals with the how-to specifics of parenthood. He helps to relieve parental anxieties by reassuring parents that they can develop educated intuition about how their child operates and by emphasizing the importance of being hopeful and relaxed about their child's development.

Cohen, Dorothy H. *The Learning Child.* New York: Random House, Inc., 1973.

This easy-to-read guide to child development is directed toward parents, though teachers, too, will find it helpful. The author answers the basic question of what and how much children can learn in each developmental stage and how parents can facilitate their children's moral and intellectual growth.

The Complete Baby Book. New York: Simon & Schuster, Inc., 1979.

This book includes discussions about many aspects of infant and toddler care, with emphasis on goods and services.

Corsini, Raymond J., and Genevieve Painter. *The Practical Parent: ABCs of Child Discipline.* New York: Harper & Row, Pubs., Inc., 1975.

This book is based on the psychological theories of Alfred Adler. The authors give parents both general and specific advice on dealing with the normal discipline problems.

Craig, W. S. *Care of the Newly Born Infant* (Fourth edition). Baltimore, Md.: The Williams and Wilkins Co., 1969.

The author of this comprehensive reference book on the newborn discusses many defects, illnesses, and problems of infants.

Dobson, James. *Dare to Discipline.* New York: Bantam Books, Inc., 1977.

In a forthright, practical, and reassuring manner, the author explains why children crave firm control, how the best parent-child relationships are built on respect, and why discipline is the key to real love.

Dodson, Fitzhugh. *How to Discipline—with Love.* New York: New American Library, 1978.

The author recommends using discipline as a way of teaching and presents many different strategies for the different stages of development of children from birth to college.

Dodson, Fitzhugh. *How to Father.* Los Angeles: Nash Publishing Co., 1975.

This book is a complete guide designed primarily to help fathers fulfill their important role of parenting, though mothers, too, will benefit from the book's content. The book

begins with infancy, but concentrates on the psychological stages of development from age to six through age twenty-one.

Dreikurs, Rudolf. *Coping with Children's Misbehavior.* New York: E. P. Dutton, 1972.

In this book, Dr. Dreikurs investigates the reasons behind children's misbehavior, explaining that once the child's motivations are understood, the parent can learn to deal effectively with the causes of misconduct.

Dreikurs, Rudolf, and Loren Grey. *A Parent's Guide to Child Discipline.* New York: E. P. Dutton, 1970.

This book on discipline can be applied to children from birth to twenty-one years.

Dreikurs, Rudolf, and Vicki Soltz. *Children: The Challenge.* New York: E. P. Dutton, 1964.

This book is designed to meet the needs of all parents and to enable those who can deal with their children to formulate a consistent philosophical approach as well as to point the way toward tested solutions for those parents who are somewhat less effective.

Feldman, Sylvia. *Choices in Childbirth.* New York: Grosset & Dunlap, Inc., 1979.

This is a thorough discussion of alternatives in childbirth today, including everything from childbirth at a hospital to childbirth at home.

Felker, Donald W. *Building Positive Self-Concepts.* Minneapolis: Burgess Publishing Co., 1974.

The author covers self-concept in infancy, elementary school, and adolescence and discusses discipline and self-esteem.

Fontana, Vincent J. *A Parents' Guide to Child Safety.* New York: Thomas Y. Crowell Co., 1973.

Chapters in this book cover poisoning, auto accidents, toys, machinery-related accidents, strangulation, suffocation, and animal and insect bites.

Green, Martin. *A Sigh of Relief: The First-Aid Handbook for Childhood Emergencies.* New York: Bantam Books, Inc., 1977.

This book is designed to help parents to understand, prevent, and quickly act in childhood emergencies.

Grey, Loren. *Discipline Without Tyranny: The First Five Years.* New York: Hawthorn Books, Inc., 1972.

The author examines all facets of personality development from prenatal influences to early experiences in school and then advises when and how to begin training and discipline.

Gribben, Trish. *Pajamas Don't Matter (Or: What Your Baby Really Needs).* Sacramento, Calif.: Jalmar Press, 1980.

The amusing illustrations and commonsense advice in this book make it an amusing, yet informative, resource for parents. The author gives straightforward, commonsense advice on how to care for your baby and deals with questions that worry new parents most.

Hotchner, Tracy. *Pregnancy and Childbirth.* New York: Avon Books, 1979.

This book fills the need for a balanced presentation of all the aspects and options of pregnancy and birth.

Kalt, Bryson R., and Ralph Bass. *The Mother's Guide to Child Safety.* New York: Grosset & Dunlap, Inc., 1971.

The authors tell how to avoid accidents and what to do when an accident happens.

Kappelman, Murray. *Raising the Only Child.* New York: New American Library, 1977.

The author explains potential dilemmas simply and offers insights needed for raising a healthy only child from infancy to young adulthood.

Krumboltz, John D., and Helen B. Krumboltz. *Changing Children's Behavior.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Using a commonsense, behavioral approach, the authors describe the basic behavior modification principles and how to apply them. Based on recent psychological research findings, the principles challenge both permissive and authoritarian approaches to education and child rearing.

Lansky, Vicki. *Feed Me, I'm Yours.* New York: Bantam Books, Inc., 1979.

This book is loaded with fresh ideas, practical money-saving advice, and delicious, nutritious, mother-tested recipes. It shows how home-made natural baby food is good for your baby.

McDiarmid, Norma J., Mari A. Peterson, and James R. Sutherland. *Loving and Learning:*

Interacting with Your Child from Birth to Three. New York: Harcourt Brace Jovanovich, Inc., 1977.

The authors emphasize play as a learning stimulus for the child from infancy up to three years of age.

Mayle, Peter. *Baby Taming.* New York: Crown Pubs., Inc., 1978.

This is another popular book by Peter Mayle, who uses humor and cartoons to express the difficulties encountered by parents.

Pantell, Robert H. James F. Fries, and Donald M. Vicery. *Taking Care of Your Child: A Parents' Guide to Medical Care.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1977.

This commonsense medical guide includes charts for 90 pediatric problems—from sprained ankles to hyperactivity—to help parents decide when to take their children to the doctor and when to treat them at home. It also includes practical information on pregnancy and birth, physical and personality development, toilet training, sexuality, learning problems, the home pharmacy, and staying healthy.

Pogrebin, Lottie C. *Growing Up Free: Raising Your Child in the 80's.* New York: McGraw-Hill Book Co., 1980.

This is a perceptual analysis of sex-stereotyping and a guide for its prevention and cure. The author's "guidelines point the way to role-free family life and prove that nonsexist parenting can be physically and emotionally good for your child." This book is a must for parents, as well as for anyone having anything to do with children.

The Role of the Father in Child Development (Second edition). Edited by Michael Lamb. New York: John Wiley & Sons, Inc., 1981.

Twelve authors, drawing on their expert knowledge, present varying perspectives on this subject.

Samuels, Shirley C. *Enhancing Self-Concept in Early Childhood: Theory and Practice.* New York: Human Sciences Press, 1977.

The author spells out the mental health and educational implications of a child's self-concept.

Shiller, Jack. *Childhood Illness: A Commonsense Approach.* New York: Stein & Day, 1974.

The author deals exclusively with the sick child from infancy to adolescence. In this guide to children's illnesses, the author tells when a simple disease can be treated at home, alerts parents to when competent medical help should be sought, and enables young parents to take better care of their sick children.

Simon, Sidney B., and Sally Wendkon Olds. *Helping Your Child Learn Right from Wrong: A Guide to Values Clarification.* New York: McGraw-Hill Book Co., 1977.

This is a guidebook for values clarification for parents. The authors offer a practical system for helping children learn right from wrong.

Sparkman, Brandon, and Ann Carmichael. *Blueprint for a Brighter Child.* New York: McGraw-Hill Book Co., 1975.

The authors encourage parents to stimulate their child's intellectual curiosity and urge them to enjoy their children.

Sparling, Joseph, and Isabell Lewis. *Learning Games for the First Three Years: A Guide to Parent-Child Play.* New York: Berkeley Pub., 1981.

The authors suggest art, language, motor, science, and sensory activities for parents to use with their young child.

Sprung, Barbara. *Nonsexist Education for Young Children: A Practical Guide.* New York: Women's Action Alliance, 1976.

Described in detail are five units of study (on families, jobs people do, the human body, homemaking, and sports) which were field-tested in preschool centers. Included are annotated bibliographies of nonsexist picture books for children and reading for adults.

Stein, Sara Bonnett. *New Parents' Guide to Early Learning.* New York: New American Library, Inc., 1976.

The author includes in this book descriptions of child-teaching techniques for children from birth to preschool, with some ideas and suggestions for practical things to try, events to explore, and ways to think to help your child learn to talk, to wonder, to solve, and to invent.

Stevens, Laura J., George E. Stevens, and Rosemary B. Stoner. *How to Feed Your Hyperactive Child.* Garden City, N.Y.: Doubleday & Co., Inc., 1977.

This book contains 400 dietitian-tested recipes free of the food additives and salicylates that may aggravate hyperactivity. In addition to the recipes, the book includes suggestions for explaining the diet to your child and for helping your child stick with it, what to look for when purchasing and preparing foods, and how to find out in detail what foods contain additives and/or salicylates.

Weisberger, Eleanor. *Your Young Child and You: How to Manage Growing-Up Problems in the Years One to Five* (Revised edition). New York: E. P. Dutton, 1979.

The author deals with the growing-up problems of children from one to five in a warm, humorous, and practical way. Chapters in her book include toilet training, discipline, sex, separations, hospitalization, divorce, death, and a special chapter for father.

Winick, Mariann Pezzella, and Charles Winick. *The Television Experience: What Children See.* New York: Sage Publishers, Inc., 1979.

The authors identify the various ways in which children of various ages experience television and how adults perceive television.

Preschool Child-Care Centers and Activities

Administration: Making Programs Work for Children and Families. Edited by Dorothy W. Hewes. Washington, D.C.: National Association for the Child Education, 1979.

This book consists of articles selected from *Young Children.* Chapters include information about program goals, management principles, staff selection, family involvement, and program evaluation techniques.

Baker, Katherine Read, and Xenia F. Fane. *Understanding and Guiding Young Children* (Third edition). Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

This general textbook includes many of the topics typically covered in a child development course.

Baratta-Lorton, Mary. *Workjobs: Activity-Centered Learning for Early Childhood Education.* Menlo Park, Calif.: Addison-Wesley Publishing Co., Inc, 1972.

This is a spiral-bound book for teachers. In it the author shares the learning tasks that she has developed for the children in her classes. The "workjobs" are in the form of manipulative activities built around a single concept involving language development and/or mathematical understanding.

Bayless, Kathleen M., and Marjorie E. Ramsey. *Music: A Way of Life for the Young Child.* St. Louis: C. V. Mosby Co., 1978.

Music, the child's right, is explored from infancy through kindergarten with a wealth of appropriate activities.

Boehm, Ann E., and Richard A. Weinberg. *The Classroom Observer: Guide to Developing Observation Skills.* New York: Teachers College Press, 1977.

This book is designed to help the observer develop "self-made strategies" rather than use prescribed instruments.

Broad, Laura Peabody, and Nancy Towner Butterworth. *The Playgroup Handbook.* New York: St. Martin's Press, 1974.

This book includes suggestions for many activities for children.

Caney, Steven. *Steven Caney's Toy Book.* Los Angeles: Workman Publishing Co., Inc., 1972.

This book contains 51 "recipes" for making creative toys, some of which the children can make by themselves and with some of which they will need adult help. These toys can be made from everyday objects which cost little or nothing.

Cherry, Clare, Barbara Harkness, and Kay Kuzma. *Nursery School and Day Care Center Management Guide* (Revised edition). Belmont, Calif.: Fearon-Pitman Publishing, Inc., 1978.

This textbook is a management guide for nursery schools and day care centers. It includes step-by-step directions and recordkeeping forms and check lists.

Day Care Aides: A Guide for In-service Training (Second edition). Edited by Mary Elizabeth Blake. New York: National Federation of Settlements and Neighborhood Centers, 1972.

This book is filled with suggestions and ideas for activities.

Flinchum, Betty M. *Motor Development in Early Childhood: A Guide for Movement Education with Ages Two to Six.* St. Louis: C. V. Mosby Co., 1975.

The author presents a taxonomy of motor skills and learning levels.

Free and Inexpensive Learning Materials. Nashville, Tenn.: Incentive Publications, Inc., 1979.

This is an extensive eary-to-use teacher's resource in which is listed hundreds of materials obtainable free or for under five dollars. The lists are organized by subject, and each item is followed by a full description and information about ordering.

Gordon, Ira J., Barry Guinagh, and R. Emile Jester. *Child Learning Through Child Play: Learning Activities for Two and Three Year Olds.* New York: St. Martin's Press, Inc., 1972.

The authors of this book present a low-key approach to games and activities that are designed to promote development of basic and integrated intellectual skills and physical coordination in two- and three-year-old children.

Gregg, Elizabeth, and others. *What to Do When There's Nothing to Do.* New York: Dell Publishing Co., Inc., 1970.

This book is more than a collection of creative play ideas for children from infancy to five years. The writers reveal a fine understanding of children's behavior and the ways in which they develop and learn.

Hamilton, Darlene Softley, and others. *Resources for Creative Teaching in Early Childhood Education.* New York: Harcourt Brace Jovanovich, Inc., 1977.

This is an easy-to-use resource with clear lesson goals, tear-out pages, and a good variety of activities, including many songs.

Ideas That Work with Young Children. Edited by Leah Adams and Betty Garlick. Washington, D.C.: National Association for the Education of Young Children, 1979.

This book includes practical and valuable information for teachers who are developing programs for young children.

Kamii, Constance, and Rheta DeVries. *Piaget, Children and Number: Applying Piaget's Theory to the Teaching of Elementary Number.* Washington, D.C.: National Association for the Education of Young Children, 1976.

The authors present a practical application of Piagetian theory. They explain children's concepts of number and suggest activities and games.

Kritchevsky, Sybil, Elizabeth Prescott, and Lee Walling. *Planning Environments for Young Children: Physical Space* (Second edition). Washington, D.C.: National Association for the Education of Young Children, 1977.

The authors analyze various programs' physical environment—space and arrangement of equipment.

Lindberg, Lucile, and Rita Swedlow. *Early Childhood Education: A Guide for Observation and Participation* (Second edition). Boston: Allyn & Bacon, Inc., 1980.

The authors focus on activities which take place in most schools for young children. Observation guide sheets designed for various learning situations suitable for use with teachers, paraprofessionals, and graduate and undergraduate students are included.

Madaras, Lynda. *Children's Play: A Manual for Parents and Teachers.* Culver City, Calif.: Peace Press, Inc., 1977.

This valuable resource includes information about practical alternatives for adults to extend a child's play.

Monahan, Robert. *Free and Inexpensive Materials for Preschool and Early Childhood* (Second edition). Belmont, Calif.: Fearon-Pitman Publishers, Inc., 1977.

This book includes a list of free and inexpensive materials that can be useful to a program.

Montessori, Maria. *The Montessori Method.* New York: Schocken Books, 1964.

This is a classic book that includes the history and describes the theory of the Montessori method.

Newson, John, and Elizabeth Newson. *Toys and Playthings: In Development and Remediation.* New York: Pantheon Books, 1979.

This practical guide for parents and teachers pertains to child development and remediation.

Orientation to Preschool Assessment. Edited by T. Thomas McMurrain. Atlanta, Ga.: Humanics Ltd., 1979.

This book includes an easy-to-use child development assessment form (for ages three through six) and a user's manual.

Peterson, Rosemary. *Beginning Reading: Why's and How To's for ECE and the Bilingual Child.* Moraga, Calif.: Mulberry Tree Books, 1979.

This book is designed to foster understanding of prerequisite skills for beginning reading with special consideration for the non-English-speaking or limited-English-speaking child. (Emphasis is placed on helping the Spanish-speaking child.)

Play as a Learning Medium. Edited by Doris Sponseller. Washington, D.C.: National Association for the Education of Young Children, 1974.

Though learning through play occurs in all aspects of the child's life, this book is focused primarily on the cognitive developmental role of play. Two main questions are addressed in regard to this medium play: (1) Does play, in fact, have any part in early learning and intellectual development? and (2) If play is an important learning medium, how does the adult facilitate the types of play in young children which enable essential kinds of learning to occur?

Read, Katherine. *The Nursery School: Human Relationships and Learning* (Sixth edition). New York: Holt, Rinehart, & Winston, Inc., 1976.

This book was written for student teachers. It is about a nursery school in a laboratory setting and will help the students gain a better understanding of human behavior. It provides practical and specific help in chapters such as "Describing the Nursery School," "Equipment and Curriculum," and "Working with Parents."

Rowen, Betty. *The Children We See: An Observational Approach to Child Study.* New York: Holt, Rinehart & Winston, Inc., 1973.

This text is based on the concept that teachers must learn to analyze and assess behavior as they see it. It includes sections on self-awareness, observational techniques, age level descriptions from infancy through elementary years, and specific developmental problems.

Seefeldt, Carol. *A Curriculum for Child Care Centers.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1974.

This book is printed in the format of a school textbook. It includes some ideas for activities for children at different developmental levels.

Sharp, Evelyn. *Thinking Is Child's Play.* New York: Avon Books, 1970.

This is a useful book for parents of young children or anyone working with young ones. With materials based on Piagetian theory, it identifies activities or games that will give insight into how children think.

Taylor, Barbara J. *A Child Goes Forth: A Curriculum Guide for Teachers and Parents of Preschool Chidren* (Fifth edition). Provo, Utah: Brigham Young University Press, 1980.

This curriculum guide for teachers of preschool children is a source of creative ideas and workable concepts for the teaching of young children.

Trencher, Barbara. *Child's Play: An Activities and Materials Handbook.* Atlanta, Ga.: Humanics Ltd., 1976.

This handbook has a thousand-and-one ideas for activities for preschool, kindergarten, and grade one pupils.

Willis, Anne, and Henry Ricciuti. *A Good Beginning for Babies.* Washington, D.C.: National Association for the Education of Young Children, 1975.

This is an easy-to-read book with a few pictures and an excellent chart of developmental landmarks from birth to two years. The chapters include goals and principles; relations with families; program and staff organization; the care-givers' day; play and learning; helping babies adjust; routine care-giving; staff composition, training and morale; physical space; equipment; and health and safety.

Family Challenges/Turning Points

Brutten, Milton, Sylvia Richardson, and Charles Mangel. *Something's Wrong with My Child: A Parents' Book About Children with Learning Disabilities.* New York: Harcourt Brace Jovanovich, Inc., 1973.

This book is a guide for parents who play a key role in getting assistance for their children. The authors address all aspects of the problem: detecting a learning disability, finding the appropriate professional help, evaluating various educational options, and dealing with the inevitable tensions that arise at home.

Divorce and After. Edited by Paul Bohannan. Garden City, N.Y.: Doubleday & Co., Inc., 1971.

In this book, a number of authorities in the areas of sociology, anthropology, psychology, medicine, and the law write about the divorce:

the divorce process itself; the reactions of friends; the postmarital social and family relationships; what marriage and divorce mean in other societies; the role of the family court; and the prospects for divorce reform.

Easson, W. M. *The Dying Child: The Management of the Child or Adolescent Who Is Dying* (Second edition). Springfield, Ill.: Charles C. Thomas Pub., 1981.

The author of this small text suggests how the realities and problems of the dying child and those who deal with and care for him or her can be met. The author further explains what death means to the child, how death is faced at different developmental levels, how a child's dying affects his or her family, and what the professionals who care for the dying child and mourning family should know.

Explaining Death to Children. Edited by Earl A. Grollman. Boston: Beacon Press, 1969.

This is a collection of thoughts on death by ten professional people. The book includes sensible advice about what to say to a child of any age faced for the first time by the death of someone very close to him or her. Readers may be helped to gain a clear and comfortable understanding of death and what it means.

Fontana, V. J. *Somewhere a Child Is Crying: Maltreatment—Causes and Prevention.* New York: New American Library, 1976.

This book is an in-depth survey of the national child-abuse problem. It covers epidemiology, origins and basic causes of child abuse, patterns of injuries and types of abuse, psychological effects on the victims, social and psychological characteristics of abusive parents, and public and professional failure to recognize the problem.

Furman, Erna. *A Child's Parent Dies: Studies in Childhood Bereavement.* New Haven, Conn.: Yale University Press, 1974.

This book is based on a study of 23 children who suffered the loss of a parent during childhood. The author assesses how children experience grief and mourning and how their lives are affected by the loss of a parent.

Goldstein, Joseph, Anna Freud, and Albert J. Solnit. *Beyond the Best Interests of the Child.* New York: Free Press, 1980.

The authors state that "the lives of untold children are destroyed because, in legal thinking, biological and legal parenthood takes precedence over that psychological parenthood . . . which promotes the child's emotional health and . . . physical and mental well-being." The authors discuss the concept of psychological parenthood and present guidelines for legal and social action.

Gordon, Audrey K., and Dennis Klass. *They Need to Know: How to Teach Children About Death.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1979.

The authors thoroughly cover the child's experience of death as well as the subject of how to teach children about death.

Greenberg, Joanne. *In This Sign.* New York: Avon Books, 1972.

This is a beautifully written story of deaf parents and the effects of their deafness on their children and themselves.

Heisler, Verda. *A Handicapped Child in the Family: A Guide for Parents.* New York: Grune & Stratton, 1972.

Reading this book may help parents in facing the overwhelming psychological problem of raising a handicapped child. The author offers suggestions for parents about how to provide for their handicapped child's happiness and optimal development while still living their own lives.

Helfer, Ray, and Henry C. Kempe. *The Battered Child* (Third edition). Chicago: University of Chicago Press, 1980.

This is a collection of writings on child abuse. It includes such topics as the history of child abuse and infanticide; the responsibility and role of the physician; radiologic aspects of the battered child syndrome; the pathology of child abuse; a psychiatric study of abusive parents; the role of the social worker, the law, and abused children; and the role of the law enforcement agency.

Hendin, David. *Death as a Fact of Life.* New York: Norton Books, 1973.

The author considers the treatment of contemporary concerns with death in American society and includes a bibliography.

Jacobs, Jerry. *Adolescent Suicide: With a New Preface.* New York: Irvington Pubs., 1980.

In this text, the author discusses adolescent suicide and suicide attempts from the

morphological perspective while incorporating the chronological ordering of social-structural events in the life of the adolescent.

Klein, Carole. *Single-Parent Experience.* New York: Avon Books, 1978.

The author discusses never-been-married mothers, single fathers, divorced or separated parents, and widowed mothers. The book is an excellent support for people who find themselves parents and alone.

Kliman, Gilbert. *Psychological Emergencies of Childhood.* New York: Grune & Stratton, 1968.

This book includes chapters on communication, illness in the family, death in the family, divorce and separation, and minor emergencies and horrifying experiences.

Kovar, Lillian Cohen. *Wasted Lives: A Study of Children in Mental Hospitals and Their Families.* New York: Halsted Press, 1979.

The author discusses the trials and tribulations of families having a child in a mental hospital and the types of relationships that exist between the hospitalized child and the parents.

Krantzler, Mel. *Creative Divorce: A New Opportunity for Personal Growth.* New York: M. Evans & Co., Inc., 1974.

The author deals with the gut feelings of men and women facing the need to build new lives in the wake of loneliness, guilt, anger, rejection, and a sense of failure. The author takes a new, positive approach to this painful period, perceiving it as a time of transition that can lead to growth.

Kubler-Ross, Elisabeth. *Questions and Answers on Death and Dying.* New York: Macmillan Publishing Co., Inc., 1974.

This book consists of the candid, human responses to the multitude of questions that this physician-psychiatrist most often receives through lectures and correspondence.

Mayle, Peter. *Divorce Can Happen to the Nicest People.* New York: Macmillan Publishing Co., Inc., 1980.

In simple language and witty cartoons, the author deals with difficult, emotional issues in an objective, honest way. He not only helps parents understand some of the things their children may be worried about, but he also helps children understand their parents' situation, too.

Mayle, Peter. *Will I Go to Heaven?* Los Angeles: Corwin Books, 1976.

This is another book with the familiar style of Peter Mayle incorporating readability and cartoons on the subject of death.

Moriarty, David M. *The Loss of Loved Ones.* St. Louis: Warren H. Green, Inc., 1981.

The effects of a death in the family on personality development are discussed in this book. The author places emphasis on the psychoanalytic theory.

Pizer, Hank, and Christine Garfink. *The Postpartum Book: How to Cope with and Enjoy the First Year of Parenting.* New York: Grove Press, Inc., 1979.

This is a supportive, realistic guide dealing with feelings and reactions that accompany the arrival of a new child.

Rakowitz, Elly, and Gloria Rubin. *Living with Your New Baby: A Postpartum Guide for Mothers and Fathers.* New York: Franklin Watts, Inc., 1978.

This guide will help one to prepare for and deal with the feelings and situations of early parenthood.

Ramos, Suzanne. *Teaching Your Child to Cope with Crisis: How to Help Your Child Deal with Death, Divorce, Surgery, Adoption, Moving, Alcoholism, Sick Parents, Leaving Home, and Other Major Worries.* New York: David McKay Co., Inc., 1975.

The author deals with crises in the family. She tries to assist parents to help their child deal with the major concerns of children.

Rudolph, Marguerita. *Should the Children Know? Encounters with Death in the Lives of Children.* New York: Schocken Books, Inc., 1980.

The author explores in a very readable way the child's development of the concept of death and the interaction of adults in this development.

Salk, Lee. *What Every Child Would Like Parents to Know About Divorce.* New York: Warner Books, Inc., 1979.

This book, written by a noted child psychologist, includes concrete, practical information about how to minimize the emotional trauma of divorce for the parents as well as the children. The author believes that the child should be an integral part of the divorce process and so suggests ways in which

to approach the subject. He tells what pitfalls to avoid and how to reassure the child that he or she is still loved.

Schiff, Hariet Sarnoff. *The Bereaved Parent.* New York: Penguin Books, Inc., 1978.

This is a guide for those who wish to help and to understand the victims of grief. It is also an excellent resource for parents who have buried a child and need support.

Sheehan, Susan. *A Welfare Mother.* New York: New American Library, 1977.

A story based on facts and written by a newspaper reporter makes the problems of a welfare mother live. The author communicates the human anguish of poverty.

Spock, Benjamin, and Marion O. Lerrigo. *Caring for Your Disabled Child.* New York: The Macmillan Publishing Co., Inc., 1965.

The author wrote this book primarily for the parents of disabled children. They probe the psychological and physical impact of disability on the child, his or her parents, teachers, and friends and discuss how the parents and the child can make adjustments.

Stewart, Mark A., and Sally Wendkos Olds. *Raising a Hyperactive Child.* New York: Harper & Row, Pubs., Inc., 1973.

The purpose of the book is to restore parents' confidence in themselves by explaining the nature of the problems presented by the hyperactive child and by describing practical ways to deal with them.

Tessman, Lora. *Children of Parting Parents.* New York: Aronson Jason, Inc., 1978.

The author of this book considers how separation from a parent, through death or divorce, is experienced by the child.

Zeligs, Rose. *Children's Experience with Death.* Springfield, Ill.: Charles C. Thomas, Pub., 1974.

The author covers all aspects of death that touch the lives of children and adolescents.

Aging

Aging in America: Selected Readings (Second edition). Edited by Cary S. Kart and Barbara B. Manard. Sherman Oaks, Calif.: Alfred Publications Co., Inc., 1981.

This book offers a variety of viewpoints and resources in a readable format.

Barrow, Georgia M., and Patricia A. Smith. *Aging, Ageism, and Society.* Saint Paul, Minn.: West Publishing Co., 1979.

This textbook includes photos, cartoons, references, bibliographies, and discussion questions.

Butler, Robert N., and Myrna I. Lewis. *Aging and Mental Health: Positive Psychological Approaches* (Second edition). St. Louis: C. V. Mosby Co., 1977.

This is an introductory gerontology textbook covering the psychological and sociological treatment of aging. It includes photographs, references, and a bibliography.

Decker, David L. *Social Gerontology: An Introduction to the Dynamics of Aging.* Boston: Little, Brown & Co., 1980.

This book, written in textbook style, includes a discussion of ethnic impact on aging.

Otten, Jane, and Florence D. Shelley. *When Your Parents Grow Old.* New York: New American Library, 1978.

This book includes information and resources to help the adult cope with the problems of aging parents.

The Psychology of Adult Development and Aging. Edited by Carl Eisdorfer and M. Powell Lawton. Washington, D.C.: American Psychological Association, 1973.

This book, a psychological overview, is a collection of short, meaty, informative articles, including bibliographies.

Readings in Aging and Death: Contemporary Perspectives. Edited by Steven H. Zarit. New York: Harper & Row Pubs., Inc., 1977.

This is an easy-to-read overview of aging and death. It includes interviews, questionnaires, cartoons, and photos.

Saul, Shura. *Aging: An Album of People Growing Old.* New York: John Wiley & Sons, Inc., 1974.

This book shows how real people cope with the problems of aging in contemporary urban settings. Its purpose is twofold: (1) to help eradicate the myths and stereotypes of aging to better understand elderly people and their needs; and (2) to point the way to more effective and humane ways of caring for the aged.

Sheehy, Gail. *Passages.* New York: Bantam Books, Inc., 1977.

The author has three objectives: (1) to locate the personality changes common to each stage of life; (2) to compare the developmental rhythms of men and women; and (3) to examine the crises that couples can anticipate.

Silvertone, Barbara, and Helen Kandel Hyman. *You and Your Aging Parent.* New York: Pantheon Books, 1976.

This is the modern family's guide to emotional, physical, and financial problems.

Other Publications Available from the Department of Education

Curriculum for Parenthood Education: A Curriculum Design for Secondary Students is one of approximately 500 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Accounting Procedures for Student Organizations (1979)	$1.50
Bilingual Program, Policy, and Assessment Issues (1980)	3.25
California Private School Directory	9.00
California Public School Directory	12.50
California Public Schools Selected Statistics	1.50
California School Accounting Manual (1981)	2.50
California Schools Beyond Serrano (1979)	.85
California's Demonstration Programs in Reading and Mathematics (1980)	2.00
Choices and Challenges: Student Guidebook About Nontraditional Careers (1979)	2.75
Community/Work-Based Programs, Marketing and Distributive Education (1982)	2.50
Curriculum Design for Consumer Education, K—14 (1974)	1.00
Curriculum Models for Consumer and Homemaking Education (1977)	3.50
Discussion Guide for the California School Improvement Program (1978)	1.50*†
District Master Plan for School Improvement (1979)	1.50*
The EDA Challenge: Change Agent '80 (Consumer/Homemaking Education) (1980)	2.50
Education of Gifted and Talented Pupils (1979)	2.50
Establishing School Site Councils: The California School Improvement Program (1977)	1.50*†
Foreign Language Framework for California Public Schools (1980)	2.50
Guide to School and Community Action (1981)	1.75
Guidelines and Procedures for Meeting the Specialized Health Care Needs of Students (1980), with 1982 revisions	2.50
Guidelines for School-Based Alcohol and Drug Abuse Programs (1981)	1.00
Handbook for Planning an Effective Mathematics Program (1982)	2.00*
Handbook for Planning an Effective Reading Program (1979)	1.50*
Handbook for Planning an Effective Writing Program (1982)	2.00*
History—Social Science Framework for California Public Schools (1981)	2.25
Improving the Human Environment of Schools (1979)	2.50
Instructional Patterns for Consumer and Homemaking Education (1976)	6.00
Instructional Patterns for Maximizing Human Potential (1978)	7.00
Mathematics Framework for California Public Schools, with 1980 Addendum (1982)	2.00
Maximizing Human Potential: A Curriculum Design (1977)	2.50
Moving Toward Sex Equity in Vocational Education (1982)	5.00
Needs of Displaced Homemakers in California (1982)	2.00
Nutrition Education Today: Curriculum Design for Nutritional Knowledge and Food Use in California's Public Secondary Schools (1981)	2.50
Pedestrian Rules of the Road in California—Primary Edition (1980)	1.50
Physical Performance Test for California, Revised Edition (1982)	1.50
Planning for Multicultural Education as a Part of School Improvement (1979)	1.25*
Planning Handbook (1978)	1.50*
Putting It Together with Parents (1979)	.85†
Reading Framework for California Public Schools (1980)	1.75
Relationship Between Nutrition and Student Achievement, Behavior, and Health (1980)	4.00
Science Education for the 1980s (1982)	2.00*
Science Framework for California Public Schools (1978)	1.65
School Improvement: Making California Education Better (brochure) (1982)	NC*
Students' Rights and Responsibilities Handbook (1980)	1.50†
Teaching About Sexually Transmitted Diseases (1980)	1.65
Toward More Human Schools (1981)	1.75
Visual and Performing Arts Framework for California Public Schools (1982)	3.25

Orders should be directed to:

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Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

*Developed for implementation of School Improvement.
†Also available in Spanish at the price indicated.

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